DOCUMENT RESUME

ED 240 803 EC 161 876

TITLE	Track & Field: Special Olympics Sports Skills Instructional Program.
INSTITUTION	Joseph P. Kennedy, Jr. Foundation, Washington, D.C.
PUB DATE	[81]
NOTE	68p.; For related documents, see EC 161 875-879.
AVAILABLE FROM	Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Athletics; Elementary Secondary Education; *Mental Retardation; Task Analysis; Teaching Methods; *Track and Field

ABSTRACT

One of five guidelines in the Sports Skills Instructional Program, the booklet addresses ways to teach track and field to mentally retarded persons. The approach is designed to use volunteers as instructors. An overview considers such topics as clothing, equipment, and field preparation. The long term goal of acquiring basic fundamental skills, appropriate social behavior, and functional knowledge of the rules is further broken down into five short term objectives related to warm up, basic skills, rules, and sportsmanship. Two levels of track and field skills are addressed for skills of sprinting, distance running, standing long jump, softball throw, relays, and high jump. Each of the skills is examined in terms of task analysis and teaching suggestions. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED240803

SPECIAL OLYMPICS

TRACK & FIELD

Sports Skills
Instructional Program

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
T B. Sorgster
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC16 N76

Special Olympics Created and Sponsored by the Joseph P. Kennedy, Jr. Foundation.

Cover designed from original drawing by Paul Collins

FOREWORD

In the Special Olympics program, coaches play a unique and indispensable role. It is they who impart to Special Olympians the sports skill and competitive spirit that define the true athlete.

But, they are far more than teachers. They are role models in the building of character; they assist in the development of the whole person. They give Special Olympians the most immediate awareness of their own worth, their ability, their courage, their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. But the foundation of good coaching is still competence and solid grounding in the fundamentals. Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

This Special Olympics Sports Skills Instructional Program was developed and tested by coaches, teachers and parents—it is written and illustrated so that coaches at every level of experience can improve their skills in working with Special Olympians.

Followed carefully and consistently, the Sports Skill Instructional Program will raise the level of all Special Olympics coaches and give to Special Olympians and their families the gift of pride and accomplishment that comes with doing something well.

Eunice Kennedy Shriver

Eunice Kennedy Shriver

TABLE OF CONTENTS

Introduction by Eunice Kennedy Shriver 1
Introduction to Program 3
Organization of Training Session 4
Introduction to Track and Field 6
Goals/Objectives/Benefits 7
Clothing 8
Equipment 9
Field Preparation 10
Skills Assessment—Level I 11
1.0 Warm-Up 12
1. Stretching Exercises 12
2. Strengthening Exercises 14
3. Running Warm-up 14
Track and Field Skills
2.0 Level One 15
1. Sprinting 15
2. Distance Running 18
3. Standing Long Jump 20
4. Softball Throw 23
Skills Assessment—Level II 26
Track and Field Skills
3.0 Level Two 26
1. Sprinting 27
2. Distance Running 28
3. Relays 31
4. High Jump 34
4.0 Track and Field Rules 40
5.0 Sportsmanship 41
Modifications and Adaptations 42
Infusion Charts 44
Glossary and Resources 45
Sports Skills Charts 46

INTRODUCTION TO PROGRAM

The Sports Skills Instructional Program is designed for mentally retarded persons who may exhibit any number of associated learning impairments. The program can be administered by the regular physical education teacher, the adapted physical education specialist, the special education teacher, a recreation leader or therapeutic recreation specialist. In addition, the Special Olympics coach, parent and volunteer will find the Sports Skills Instructional Program extremely helpful in preparing Special Olympians for sports skills competition. The Sports Skills Instructional Program is based on the premise that people entering the program have mastered the primary (motor) and perceptual motor skills. They must also possess a sufficient level of fitness to enable them to acquire the skills and knowledge necessary for learning a particular sport skill.

In November of 1975 a legislative landmark, the Education for All Handicapped Children Act (Public Law 94-142), was signed into law. The law guarantees all children the right to a free appropriate public education. As defined in section 121.24 of the law, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, *instruction in physical education*, home instruction, and instruction in hospitals and institutions. The importance of physical education in the total education of a handicapped child is evident in that physical education is the only subject area specifically addressed in the definition of special education. The Sports Skills Instructional Program has been designed to meet and comply with the requirements of Public Law 94-142.

This Instructional Program utilizes goals, short term objectives, task analyzed activities, assessments and teaching suggestions for individualizing and integrating sports skills instructions into other subject areas of the student's curriculum. Each sport has been task analyzed by physical educators and recreators who have had previous success in teaching that particular sport to mentally retarded individuals.

Field Testing

During 1979-1981, the Sports Skills Instructional Program was field-tested among public and private schools, residential centers, activity centers and recreational agencies. Over 100 teachers and 2000 students were utilized in the test effort in the states of Arizona, California, New Jersey, New York, North Carolina and Wisconsin. Support for the program was justified by positive reaction and feedback from recreation, physical and special education professionals throughout the country. Collection and analysis of field test data revealed that the Sports Skills Instructional Program provided a systematic instructional process resulting in the development and improvement of sports skills among mentally retarded individuals.

Each sports skill unit complies with the requirements and regulations of Public Law 94-142 and can be written into the student's individualized education program.

Format of Special Olympics Sports Skills Instructional Program

The format of each Special Olympics sports skills instructional unit is:

- **Overview**—definition of activity, instruction/rules, equipment/supplies, relevance/appropriateness to student, ease of adaptation, and prerequisite skills.
- **Long Term Goal**—a statement of expected student behavior after the learning experience.
- **Short Term Objectives**—statements of specific student behaviors relative to the goal statement. Generally, the criteria for acceptable performance has been purposely omitted from the behavioral objective. In order to individualize teaching, the teacher/recreator of the sports skill unit should realistically determine the criteria based on the:
  (1) present ability of the student.
  (2) potential ability of the student.
  (3) behavioral limitations of the student.
  (4) behavioral limitations of the environment.
- **Modifications and Adaptations**—equipment, sport rules, and playing area to ensure successful participation by the student.
- **Sports Skill Assessment**—criterion referenced test to determine the student's present level of functioning within a specific sport or skill. Pre-tests and post-tests related to teaching skill, skill sequence and tasks.
- **Teaching Skill**—identifies the skill to be learned.
- **Skill Sequence**—sequenced behavior in which the learner must engage in order to demonstrate acquisition of the skill or knowledge described in the objective. Again, the teacher/recreator should determine the criteria for acceptable performance.
- **Task Analysis**—further analysis of skill into detailed steps which the student must master in order to demonstrate proficiency in that skill.
- **Teaching Suggestions**—suggestions of methods and materials to foster successful mastery of the skill by the student.
- **Infusion Chart**—sports skill in relation to general academic areas such as social studies, reading/language, home economics, arts, physical education, science, math, health, and industrial arts.
- **Student Skill Chart**—chart to mark the student's sports skill performance throughout the program.
- **Terminology and Resources**—glossary of terms, bibliography and resources (printed and audio-visual materials.)

ORGANIZATION OF TRAINING SESSION

Every Special Olympics program needs professional guidance and supervision, even though most of the training supervision can be and usually is handled by volunteers from many varied sources—teachers, parents, high school and college students, church organizations, civic groups, military organizations, etc. For example, volunteer coaches should be trained by professionals in physical education and sports.

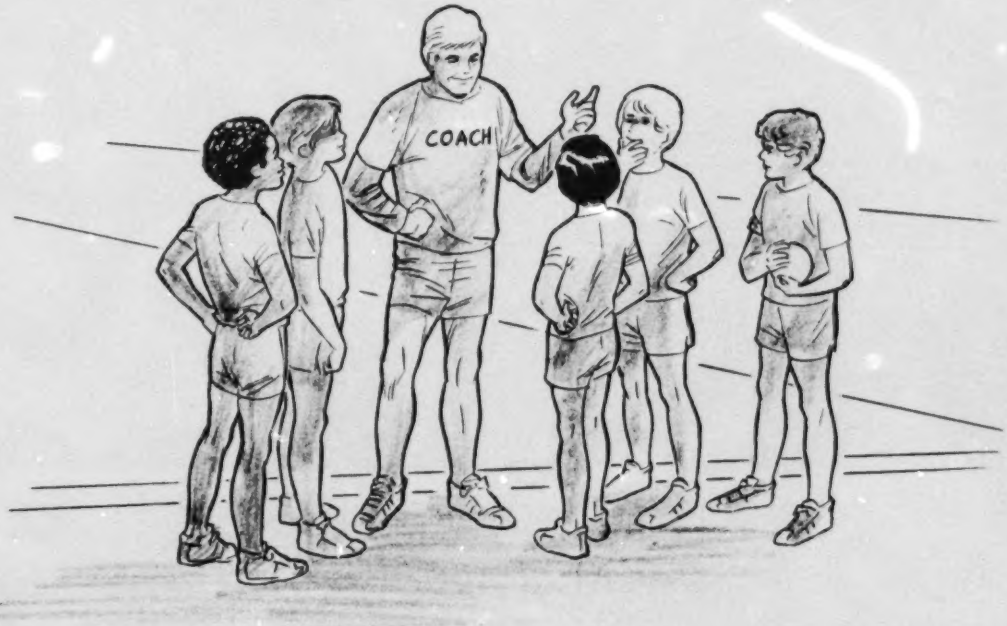
The method and manner by which you conduct your program will in large part determine your success as a teacher/coach. While teaching, approach your students enthusiastically and present the day's lesson in an enjoyable manner. Remember, Special Olympians return the excitement and enthusiasm transmitted to them by you. There are a variety of things you can do as a planner and instructor to create a positive, acceptable human environment to support learning in a group.

READY TO START

You've attended a Special Olympics Training School and you're ready to teach your students. Four students have received track and field instruction in the past year and the remaining six students are new to your class. In order to determine the track and field ability among your students, administer the Sports Skills Assessments-Level I. The test enables you as the instructor to assess the ability range of your class. High ability level students should be evaluated using the Sports Skills Assessment—Level II.

Once the tests have been administered, individualize each practice so every student works on the skill area in which he/she needs the most improvement. If a Special Olympian shows problems running in his/her lane, review the basic steps in performing a correct sprint as outlined in this guide. On the other hand, if an athlete scores well on the sprinting section, provide instruction in advanced sprinting techniques or have the athlete practice a skill that he/she is not as efficient in performing. An alternative for a Special Olympian who excels in various sports skills is to use him/her as a track and field coach.

Plan 5-10 minutes at the beginning of each class to warm up properly. Students should stretch and perform agility exercises as part of their warm up. Each class should offer 25-30 minutes of sports skills instruction. Mark each athlete's progress on the Skill Sheet. Always come to the class prepared. Know what you are going to do and how you are going to do it. Allow for possible modifications or adaptations to the original plan as needed. Finish each class with a fun group or game activity. At the end of the unit, review the Skill Sheets to determine your student's improvement. End the class on a positive note by praising the good things you have seen and giving a group cheer.



HINTS TO BE A GOOD TEACHER

- RELAX. Attempt to learn the rhythm and style of your class the first day.
- Be flexible. Alter instruction to meet the need of a particular student or group.
- Set realistic goals for each student.
- Don't expect immediate results as far as skill learning—patience, patience and more patience.
- Always plan and understand lesson thoroughly.
- Stand and face students during instruction.
- Participate in activity with students. Stay active.
- Teach by indirection as well as direction; students are great imitators.
- Allow the student plenty of time to become familiar with the skill before teaching another skill.
- Be firm and maintain good discipline.
- Be quick to praise.
- Provide brief and clear instructions.
- Always point out the positive before correcting: "Bill, you did well clearing the bar, but if you approached the bar at this angle . . . ."
- Use confidence builders. Always attempt to prevent a student from encountering repeated failures.

HINTS FOR ORGANIZING A GOOD CLASS

- Use the track area to your best advantage.
- Organize stations by ability. Color code ability groups (i.e., Green—Beginner; Blue—Rookie, etc.) No one should be standing around while you arrange things. Keep everyone busy.
- Keep students informed of changes in schedule or activities.
- Introduce students to one another and orient them to the instructional setting.
- Demonstrate the sport skill whenever and as frequently as possible.
- Keep the fun in fundamentals. Use a game approach.
- Devote a part of each class period to group activity.
- If activity is going well, it is often useful to stop activity while interest is high.

SPORTS SKILLS INSTRUCTIONAL PROGRAM FOR MULTI-HANDICAPPED INDIVIDUALS

The Special Olympics Sports Skills Instructional Program applies to all Special Olympics participants including those who are multi-handicapped. Special Olympics has an objective of offering meaningful opportunities and competition to multi-handicapped individuals, regardless of the severity of their handicaps. Various adaptations and modifications of the Special Olympics Sports Skills Instructional Program should be made based upon the needs of the participants. See modifications/adaptations section of this guide.

TRACK and FIELD

This Track and Field unit can best be utilized to refine and improve the basic movements of running, jumping, throwing and thrusting. Running develops endurance, agility and speed while field events develop throwing and jumping. Participation in track and field events will also aid in the development of such desirable qualities as sociability, sportsmanship, initiative and self-confidence.

Because of the variety of events track offers, individuals of all ages and ability levels can find one event in which they may succeed or even excel. Needing only a pair of running shoes and a warm-up suit, an individual can successfully practice and compete in most track and field events.

Through track and field, a student can have new experiences, make decisions and acquire self-discipline. Track is a sport where success is solely the responsibility of the athlete himself, how hard and how often he practices. The skills acquired through participation in track and field events are skills that can be maintained throughout a person's life. The improvement of one's strength and cardiovascular function are certainly worthwhile objectives for student participation.

GOALS / OBJECTIVES / BENEFITS

1

LONG TERM GOAL

The student will acquire basic fundamental skills, appropriate social behavior, and functional knowledge of the rules to enable him/her to successfully participate in track and field events.

2

SHORT TERM OBJECTIVES

1.0 Given demonstration and practice the student will properly warm up before participating in track and field.

2.0 Given demonstration and practice the student will execute the necessary skills to perform level one track and field skills.

3.0 Given demonstration and practice the student will execute the necessary skills to perform level two track and field skills.

4.0 Given regulation or modified rules and scoring the student will adhere to those scoring rules and regulations while participating in track and field.

5.0 While participating in track and field the student will exhibit good sportsmanship with teammates and opponents at all times.

3

BENEFITS

- Track and field improves total fitness.
- Track and field teaches self-discipline.
- Track and field abilities are integral for enjoyable participation in a variety of leisure activities.
- Track and field is inexpensive.

CLOTHING

Clothing

Clothing must be suited to the activities involved. In general, this means loose, comfortable, non-confining clothing and well-fitted shoes that are appropriate for the activities being performed. Proper fitting and clean uniforms tend to give athletes a boost. Although the saying "You play as well as you look" has never been proven one way or the other, many athletes and coaches continue to believe in it.

Shirts

Shirts should provide comfort and a good appearance while allowing freedom of movement in the shoulder area. A sleeveless shirt or t-shirt is recommended. Make sure the length of the shirt is long enough to tuck into a pair of shorts or warm up pants.

Shorts

Gym shorts with waistbands that fit snugly around the waist are recommended. Shorts should provide the athlete with comfort and good appearance. The elastic waistband should help keep the shirt in place. Loose shorts cause athletes discomfort breaking their concentration.

Socks

Tube socks made of good material will last an entire season, giving support and a good appearance. Loose or stretched socks look sloppy and provide no calf support.

Shoes

Probably the most important piece of clothing an athlete wears when participating in track and field is a proper fitting running shoe. A good running shoe should possess the following characteristics: 1) a thick padded heel cushion which lowers the incidence of calluses, bruises, spurs, shin splints, ankle sprains, etc. by absorbing impact; 2) sole and durability; 3) a firm heel counter which adds more stability and keeps the heel straight in the shoe; 4) good flexibility; and, most importantly, 5) a good fitting shoe.

Warm-Up Suits

Warm-up suits should be worn when running track and field in cold weather or when warming up prior to a practice or meet. Medium weight cotton sweatshirt and pants are excellent and inexpensive warm-ups. Nylon wind breakers are excellent for retaining warmth and keeping the athlete dry during inclement weather.

TEACHING SUGGESTIONS

- **Discuss the types of clothes to be worn when running track and field.**
- **Discuss the importance of wearing properly fitted clothing.**
- **Point to advantages and disadvantages in various types of clothes which can be worn.**
- **Show pictures of clothes which are appropriate for track and field.**
- **Using a flannel board and felt cut-out articles of clothing, have the student properly dress the figure.**
- **Take students to a track and field meet and point out clothes being worn.**

EQUIPMENT

Stopwatches

Stopwatches with a second and minute hand are needed for all track events. Most stop watches are equipped with a top green button for start, a red button for stop, and a black button to reset.

Starting Pistol

If available, a starting pistol should be used during training sessions. Special Olympians should be exposed to the gun prior to participating in a competitive event. Suitable replacements for the gun are a bell (mandatory in an indoor track), clap board, whistle or verbal start.

Relay Baton

One relay baton is needed for each participating relay team. Batons measuring 10 cm in circumference are made of anodized aluminum, or lightweight, unbreakable plastic. For practice, the following materials cut into 31 cm lengths and having smooth edges can be utilized: dowels, old broom handles, bamboo poles (properly taped) and a hollow handle from an aluminum snow shovel.

Starting Blocks

The use of starting blocks is optional. Starting blocks should be anchored the proper distance behind the starting line. In "set" position, the student's hands should be positioned just behind the starting line. The blocks are adjustable allowing the student to attain the most comfortable starting position.

Softballs

Official leather 30 cm size and weight softballs are recommended. Usually a dozen softballs are adequate for a training session. Tennis balls can be substitutes for lower functioning and multiply handicapped students.

High Jump Pit

A high jump pit consists of a landing pit, a pair of adjustable standards and a crossbar. The ideal practice crossbar is a flexi-weight crossbar. It is a flexible rope with a vinyl crossbar. The ends are weighted to keep the rope tight and straight. The flexi-weight crossbar is inexpensive and helps eliminate possible injuries.

TIPS FOR TIMERS

- **Check to see if your watch is functioning properly and become familiar with the watch's operational pattern.**
- **Always carry the watch on a lanyard which is around your neck.**
- **Clear and check your watch upon the command of the starter.**
- **Reduce any slack in the starting knob with slight pressure of the index finger before the start of the race.**
- **Start the watch with the index finger instantly by looking at the starter's gun and start at the instant of the flash or smoke.**
  a. **Be directly over the lane when preparing for the finish of the race.**
  b. **Be careful not to anticipate the finish but stop the watch when the runner crosses the finish line.**
- **Watch reading—Unless all manual times are by use of digital hand-held watch/timers, the times shall be recorded by tenths with any time reading in hundredths being recorded to the next slower tenth.**

TEACHING SUGGESTIONS

- **Name each piece of equipment as you show it and give the use for each.**
- **Display equipment used and have student name each piece.**
- **Display a variety of sports equipment and have the student select the equipment used for various track and field events.**

FIELD PREPARATION

FIELD PREPARATION

The track area should be defined and structured enough to discourage disorganized running about. This permits more time to spend on training activities and less on disciplinary measures.

Tracks may be a cinder, clay or all-weather (rubber asphalt, tartan) surface. Cinder and clay tracks must be marked frequently. In a field, park or gymnasium, construction cones may be used as start and finish lines. Six lanes, each being 2.5 meters wide should be marked. Finish lines can also be marked by placing white posts on either side of the line. This gives an added cue to the runners as they finish.

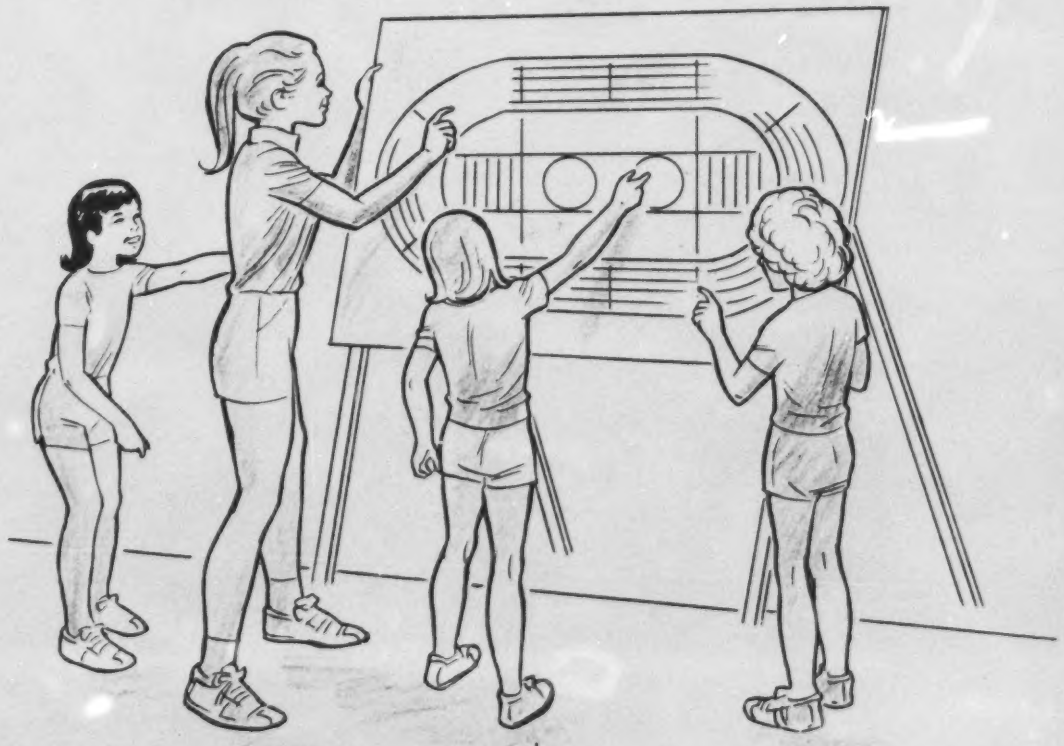
TEACHING SUGGESTIONS

- **Discuss the official boundaries and lanes of a track with the student.**
- **Using a flannel board, have the student identify the official boundaries and lanes.**
- **Take the student to a track and demonstrate how to establish the boundaries both on the track and in the field.**
- **Assist the student in marking off the track area.**

Before playing in track and field, the area should always be cleared and in a safe condition for participation. An uncluttered environment provides less distractions to the student while learning. Therefore, do not set up equipment until you are ready to use it. Debris and foreign objects should be cleared before and during a training session to prevent possible injury.

TEACHING SUGGESTIONS

- **Discuss and point out what objects are to be removed from the track area.**
- **Walk student around track pointing out debris.**
- **Have student prepare track area by removing debris.**



SPORTS SKILLS ASSESSMENT—LEVEL I

INSTRUCTIONS

The Sports Skills Assessment is designed to determine the student's present level of functioning within a specific skill or sport and to determine the student's progress through training.

In administering the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, add up the total number of boxes and indicate the student's present level of ability (i.e., Beginner, Rookie, Winner, etc.). If the student is performing at a higher skill level than measured in the Skills Assessment —Level I, re-evaluate the student utilizing Skills Assessment —Level II.

Skill Assessment—Level One

Scoring Level— indicates the student's level of achievement

0-10	BEGINNER
11-20	ROOKIE
21-30	WINNER

Test Item #1 **Sprinting Skills**

- ☐ Runs in a forward direction.
- ☐ Runs along a straight path.
- ☐ Runs but remains tense.
- ☐ Runs on command to designated finish.
- ☐ Sprints on command the designated distance staying in the correct lane.
- ☐ Maintains top speed while running 50 meters relaxed.

Test Item #2 **Distance Skills**

- ☐ Runs without using arm action.
- ☐ Walks briskly for 5 minutes.
- ☐ Walks/runs for 5 minutes.
- ☐ Runs using arms, but fists are clenched.
- ☐ Breathes naturally.
- ☐ Runs using arms freely, but remaining somewhat tense.

Test Item #3 **Standing Long Jump**

- ☐ Makes an attempt to jump.
- ☐ Jumps in a forward direction.
- ☐ Takes off behind the restraining line on command.
- ☐ Jumps off and lands on both feet.
- ☐ Properly uses arms and legs during take-off and in flight.
- ☐ Lands falling forward.

Test Item #4 **Softball Throw**

- ☐ Throws ball in a forward direction.
- ☐ Throws ball straight.
- ☐ Throws ball behind restraining line and on command.
- ☐ Throws ball at a 45° trajectory.
- ☐ Demonstrates proper throwing technique (cross lateral).
- ☐ Throw ball using a stutter step approach.

Test Item # 5 **Sport Participation**

- ☐ Shows enthusiasm during track and field.
- ☐ Participates sporadically.
- ☐ Participates consistently with supervision.
- ☐ Understands basic rules and scoring procedures.
- ☐ Participates cooperatively and competitively; cheers races and field events.
- ☐ Warms up prior to participating in track and field.

_____ TOTAL SCORE

1.0 Given demonstration and practice the student will properly warm-up before each track and field event.

1. STRETCHING EXERCISES

1. Perform a straddle stretch exercise properly.

TASK ANALYSIS

a. Assume a seated position with legs straight and straddled as wide as possible.
b. Place hands around ankle or foot of one leg.
c. Slowly pull chin toward knee.
d. Hold stretch for 5 seconds. Do not bounce.
e. Repeat sequence for other leg.

2. Perform a leg kick exercise properly.

TASK ANALYSIS

a. Assume a standing position.
b. Kick each leg alternately high into the air.
c. Keep legs as straight as possible.

3. Perform a knee lift exercise properly.

TASK ANALYSIS

a. Stand erect with feet together.
b. Bring one knee straight up toward the shoulder.
c. Clasp the knee with both hands and pull it in toward the body.
d. Hold stretch for 5 seconds.
e. Repeat with the other knee.

4. Perform a toe touch exercise properly.

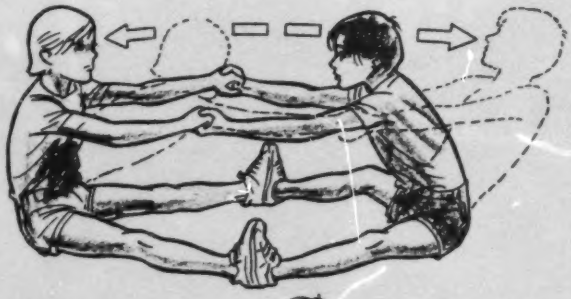
TASK ANALYSIS

a. Stand with feet slightly apart and flat on the ground.
b. Keep the legs as straight as possible.
c. Bend from the waist and reach as far down as possible.
d. Try to touch toes or, if possible, the floor.
e. Hold stretch for 5 seconds.

5. Perform a straddle pull exercise properly.

TASK ANALYSIS

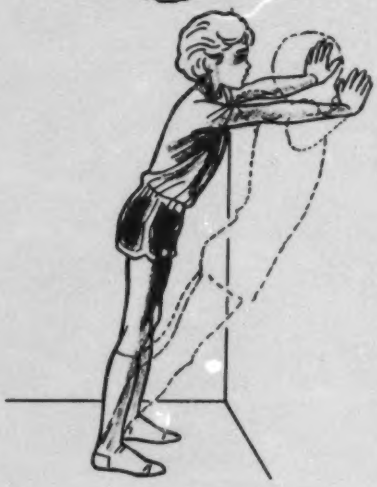
a. Sit with legs spread wide and feet against feet or ankles of partner.
b. Grasp partner's hands.
c. Bend forward and backward, keeping knees straight and trying to touch the floor in front and in back.
d. Keep motion smooth and rhythmic.



6. Perform a calves stretcher exercise properly.

TASK ANALYSIS

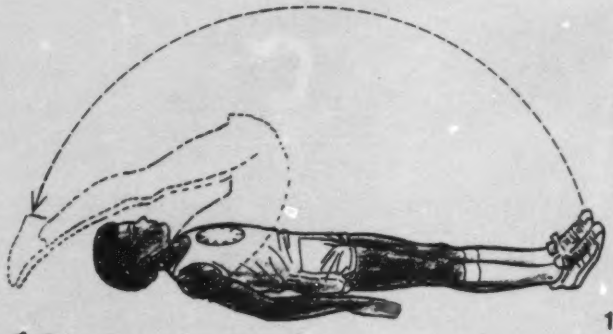
a. Stand facing a wall 1 meter away with feet together.
b. Lean forward placing hands against the wall.
c. Keep legs straight.
d. Bend elbows, bringing your chest to the wall.
e. Hold stretch for 5 seconds.
f. Repeat exercise.



7. Perform a plough exercise properly.

TASK ANALYSIS

a. Lie on back.
b. Raise legs over the head, keeping legs straight.
c. Try to touch the ground/floor in back of the head with the toes.
d. Hold for the count of 5.
e. Lower legs and repeat.



16

2. STRENGTHENING EXERCISES

1. Perform sit-up exercises.

TASK ANALYSIS

a. Lie on floor with knees bent.
b. Clasp hands behind head.
c. Come up to a sitting position.
d. Touch right elbow to left knee.
e. Return to lying position and repeat on opposite side.
f. Repeat exercise 5 times, gradually increasing to 10 times.

2. Perform an isometric neck strengthener exercise

TASK ANALYSIS

a. Push against hand with head as hard as possible without causing motion.
b. Push forward, hands on forehead, hold for 5 seconds.
c. Push backward, hands against back of head, hold for 5 seconds.
d. Push head to right side, right hand resisting, hold for 5 seconds.
e. Push head to left side, left hand resisting, hold for 5 seconds.
f. Repeat exercise 3 times, gradually increasing to 6 times.

3. Perform push-ups.

TASK ANALYSIS

a. With body inclined forward, place weight on hands and feet.
b. Bend arms to bring chest to floor, then push up to original position.
c. Repeat exercise 5 times and gradually increase to 10 repetitions.

3. RUNNING WARM-UP

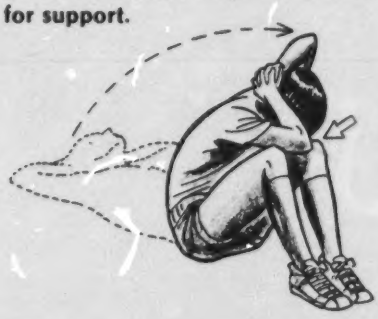
1. Run around the track two times.

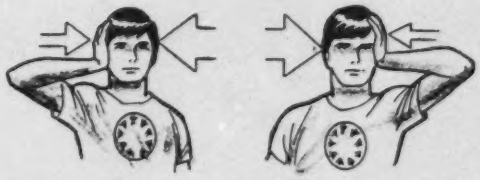
TASK ANALYSIS

a. Perform run/walk intervals around the track.
b. Gradually increase running distance and decrease walking distance.
c. Run around the track two times without stopping.

TEACHING SUGGESTIONS

- **Have partner hold feet or place feet under a chair for support.**





TEACHING SUGGESTIONS

- **Start from kneeling position. Kneel with body inclined forward, placing weight on hands and knees. Bend arms to bring chest to floor then push up to original position.**

2.0 Given demonstration and practice the student will successfully execute Level One Track and Field Skills.

SPRINTING

1. Assume a semi-upright starting position.

TASK ANALYSIS

a. Take a position behind the starting line.
b. Place feet in a comfortable stride position.
c. Bend knees approximately 10 degrees.
d. Place weight on the ball of the front foot.
e. Bend hips forward 25 degrees.
f. Focus eyes 3-5 meters ahead.

TEACHING SUGGESTIONS

- **Point to the starting line. Stand behind the student. Manipulate the student's feet into position behind the starting line. Point to the relationship between the feet and the starting line.**
- **Make footprints from paper or mark them with chalk behind the starting line to indicate where to stand.**
- **Stand behind the student and place the student's feet in a forward stride position. Touch the ball of the front foot. Stand behind the student and press your knees against his to bend them ten degrees. Place your hand on the student's shoulders and lightly push down so his hips are bent about 25 degrees. Manipulate his arms in opposition and tilt the student's head so his eyes will focus 3-5 meters ahead.**
- **Place colored tape about four meters in front of the starting line for eye focus.**

2. Sprint on command.

TASK ANALYSIS

a. Assume semi-upright starting position.
b. Move on command.
c. Drive front foot forcefully against the ground.
d. Bring rear foot forward onto the track ahead of the starting line.
e. Forcefully thrust rear arm forward as the front arm moves back.

TEACHING SUGGESTIONS

- **Establish student's starting position. Stand behind student and push student forward. The student should step forward with one leg to maintain balance. This is his/her starting position.**
- **Have the student take a starting position behind the starting line. Stand behind the student. On the signal "go" (bang of gun, whistle), give the student a slight push forward.**
- **Stand beside the student. Touch the student's front leg to indicate which foot he/she should push with. Give the student a slight push forward to indicate when to go. Touch his/her arms.**

3. Demonstrate the ability to start and finish a sprint event.

TASK ANALYSIS

a. Assume starting position.
b. Move on command.
c. Remain in one lane while running.
d. Maintain speed well beyond the tape at the finish line.

TEACHING SUGGESTIONS

- **Put different colored tape or yarn within each assigned lane for the student to run on.**
- **Point to the lane. Grasp student's hand and run beside him/her, guiding him/her to remain in one lane.**
- **Run beside the student and have him/her run with you until you stop. Run ten meters past the finish line.**
- **Put tape on the ground ten meters beyond the finish line and have the student run until he/she gets to the tape. Practice with yarn at the finish so student gets used to the feeling of running through the yarn.**

4. Demonstrate the proper sprinting form when running.

TASK ANALYSIS

a. Perform high knee lift (angle at hip approximately 90°).
b. Execute forward body lean of 25 to 30 degrees.
c. Execute forceful arm action.
d. Focus eyes 10-15 meters down the track.
e. Execute smooth integration of skill sequence.

TEACHING SUGGESTIONS

- **Stand beside the student and touch under his/her knees with your hand to cause him/her to lift higher.**
- **Stand in front of the student. Hold your hands out having the student hit them with his/her knees.**

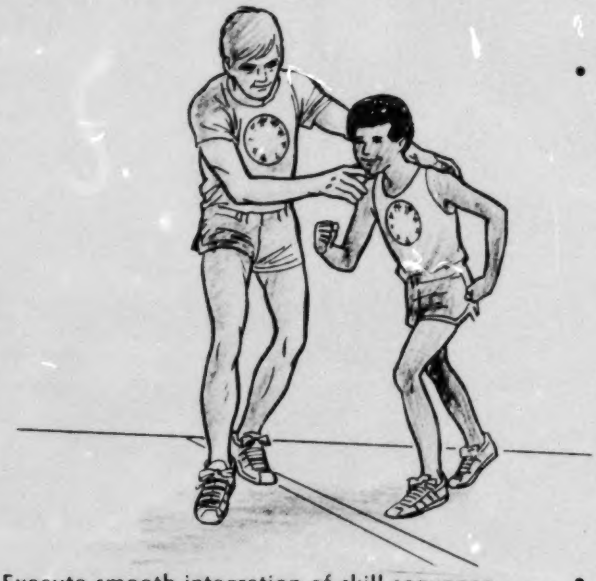
b. Execute forward body lean of 25 to 30 degrees.

- **While the student is standing still, physically move his/her body into a forward lean position.**

c. Execute forceful arm action.

- **Stand in front of and face the student (during the stationary practice). Take the student's hands and show the correct arm action by pulling arms forward and backward.**

d. Focus eyes 10-15 meters down the track.



- **As the student runs, tap the top of his/her head to indicate that head should be held up so eyes can focus ahead.**
- **Place pieces of tape, 30 centimeters by 30 centimeters to form a square, 10 to 15 meters down the track to indicate where the student should focus his/her eyes.**

e. Execute smooth integration of skill sequence.

- **Have the student take a position behind the starting line in a lane. Run next to the student. Allow the student maximum time for practice.**
- **Have the student run practice sprints with others. Change the lane the student runs in.**

DRILLS

Finish accelerator—synchronize arm and leg movements while running with a partner—with no conscious thought of accelerating, see who can break tape while emphasizing good finish form.

Include stop and go starts in which student starts, sprints a predetermined distance, stops, starts again, and continues in this pattern for a designated time or number of starts or laps.

Back-to-front—divide students into groups of five to seven; each group jogs in single file. Last runner sprints past teammates to front of line; when he has taken his place as leader, new last man sprints to front of line; continue this pattern for a specified time or given number of laps.

2. DISTANCE RUNNING

1. Assume a starting position.

TASK ANALYSIS

a. Identify the starting line.
b. Place feet in a comfortable stride position.
c. Bend knees with weight evenly distributed.
d. Hold body in an upright position with slight body lean.
e. Focus eyes 3-5 meters ahead.

TEACHING SUGGESTIONS

- **Organize the students into groups of four to six, with one group at a time at the starting line. Mark footprints in a stride position behind the starting line close to the inside of the track to indicate where the student should stand.**

2. Run on command.

TASK ANALYSIS

a. Identify starting line.
b. Line up in an extended line formation behind the starting line.
c. Assume a starting position.
d. Run on command (whistle, gun, verbal).

TEACHING SUGGESTIONS

- **Explain to the student that in distance events he does not have to stay in one lane and should stay as close to the inside of the track as possible. Give the signal to get ready. Hold the student's hand and guide the student to a position behind the starting line as close to the inside of the track as possible.**

3. Demonstrate the correct form while running a distance event.

TASK ANALYSIS

a. Execute a low knee lift (hip angle between 40 to 50 degrees.).

TEACHING SUGGESTIONS

- **Stand in front of the student. Hold hands out, having the student hit them with his knees.**
- **Stand at the side of the student and grasp his/her leg. Manipulate the hip so the top of the leg is at a 45 degree angle. Bend his/her knees slightly. Guide the foot to the floor.**

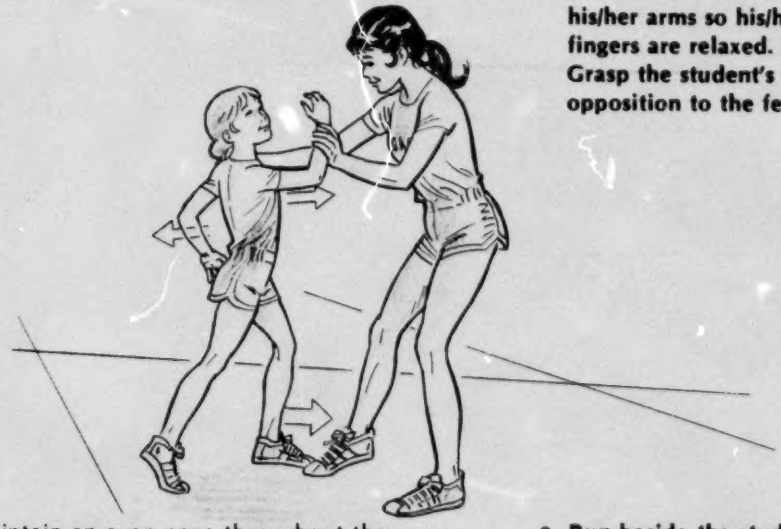
TASK ANALYSIS

b. Carry body in an upright position with slight body lean.

TEACHING SUGGESTIONS

- **Run beside the student and touch his/her shoulders and head to indicate that he/she should run in an upright position with a slight body lean.**

c. Run with relaxed arm action.



- **Stand in front of the student and manipulate his/her arms so his/her elbows are bent and the fingers are relaxed. Have the student run in place. Grasp the student's upper arms and move them in opposition to the feet.**

d. Maintain an even pace throughout the distance.

- **Run beside the student at an even pace that he/she can maintain. Provide a steady drum beat. Have the student run on each beat.**
- **Demonstrate maintaining an even pace throughout the race.**

DRILLS

Over-distance – run 440 yards at speed no more than four seconds slower than pace for 880. Use such workouts in early cycles, no more than one a week, and usually early in practice week. Generally, workout patterns get shorter and faster as week pro-

Form running – move at quarter, half, or three-quarter speed, concentrating on specific aspects of runner's form; have student think about individual elements of form as you observe and assist him. Start slowly and gradually increase speed.

STANDING LONG JUMP—LEVEL I

3. STANDING LONG-JUMP

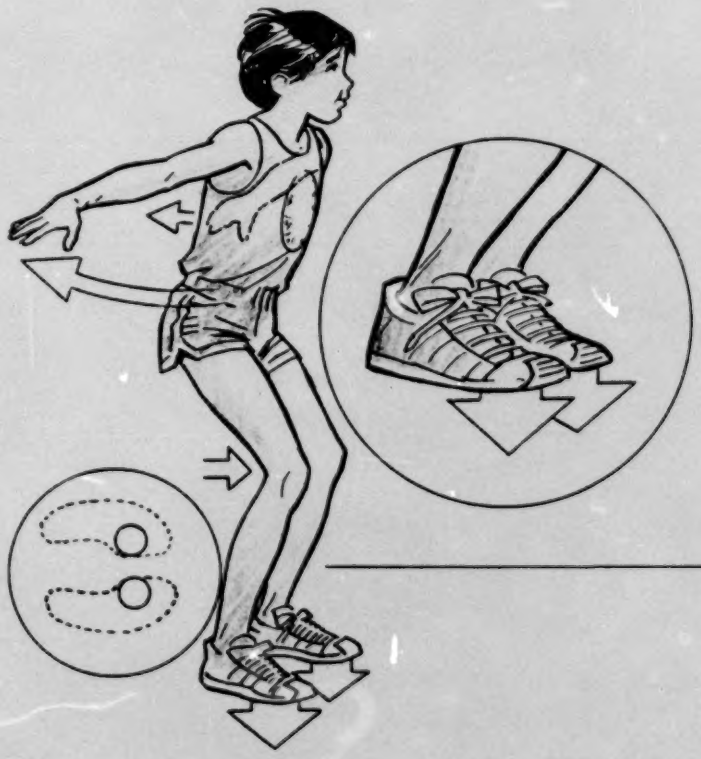
1. Demonstrate the READY position 4 out of 5 times.

TASK ANALYSIS

a. Place both feet hip-width apart.
b. Point toes straight ahead just behind the take-off line.
c. Keep head down, relaxing the neck.
d. Bend and stretch knees several times while swinging arms back and forth.
e. Bend knees, extend arms back and shift weight to lower part of balls of the feet.

TEACHING SUGGESTIONS

- **Have the student place his/her feet on a pair of footprints hip-width apart with toes pointed straight ahead and just behind the take-off line. If necessary, manipulate the student's feet into position.**
- **Tape starting position footprints behind the starting line and tape a line 30 centimeters in front of the starting line for students to jump to.**
- **Have the student select an object such as a corner of a classroom, light, spot on a wall, limb of a tree, corner of a swing set, piece of playground equipment or any other visual target to aid jumping at a 45 degree angle. Keep head down, relaxing the neck and swing arms back and forth.**
- **Have the student stand on a pair of footprints and look at a visual target while bending his/her knees, extending the arms back and shifting the weight forward to the lower part of the balls of the feet.**



2. Demonstrate the correct take-off 3 out of 5 times.

TASK ANALYSIS

a. Keep shoulders square with take-off line.

b. Point toes straight ahead just behind the take-off line.

c. Push off vigorously from take-off line/point.

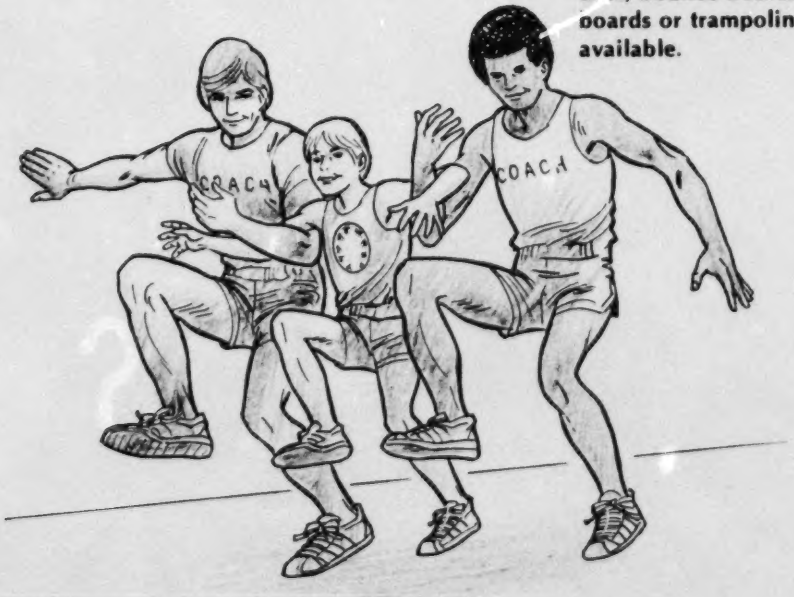
d. Swing arms, gaining power.

e. Jump at a 45 degree angle off both feet.

f. Focus eyes forward or at the target.

TEACHING SUGGESTIONS

- **Demonstrate jumping up and down off both feet several times. Tap both of the student's legs to indicate that the student should take-off with both feet. Have the student jump up and down without resistance.**
- **Emphasize using every part of the body in lift; thrust arms vigorously up, lift head and chest high, keep chin up and arch back to aid in lifting hips.**
- **Stand behind the student with your hands on his/her waist (or holding belt loops). On the signal to jump, lift the student so his/her feet are off the ground.**
- **Have two students (one student being an adequate jumper) hold each other's hands and jump up and down together.**
- **Assign the student to two instructors. The instructors will stand on each side of the student. The instructor on the right of the student will underhook his/her left arm with the student's right and the instructor on the left of the student will underhook his/her right arm with the student's left. Bending and straightening their knees simultaneously the three shall jump up and down together.**
- **Students who experience difficulty in getting both feet off the ground improve when placed on a flexible surface when jumping. Allow the student to experience jumping on various objects such as tires, bounce boards, inverted lift rafts, springboards or trampolines, depending upon what is available.**



STANDING LONG JUMP—LEVEL I

3. Demonstrate the proper long jump technique while in flight 3 out of 5 times.

TASK ANALYSIS

a. Tuck legs and move feet forward.
b. Continue tuck as midflight is reached.
c. Extend arms forward, curving the back.
d. Spread feet apart and bend knees slightly.

4. Demonstrate the proper landing technique 3 out of 5 times.

TASK ANALYSIS

a. Stay in the air as long as possible.
b. Extend the legs to keep the body from dropping too soon.
c. Drop chin to chest.
d. Thrust arms down and back, keeping the hips low.
e. Keep entire body behind the feet upon contact.
f. Land with both feet parallel, hip-width apart and as high on toes (balls of feet) as possible. Land relaxed with bent knees.
g. Fall forward, *never backwards.*

5. Jump on command 3 out of 5 times.

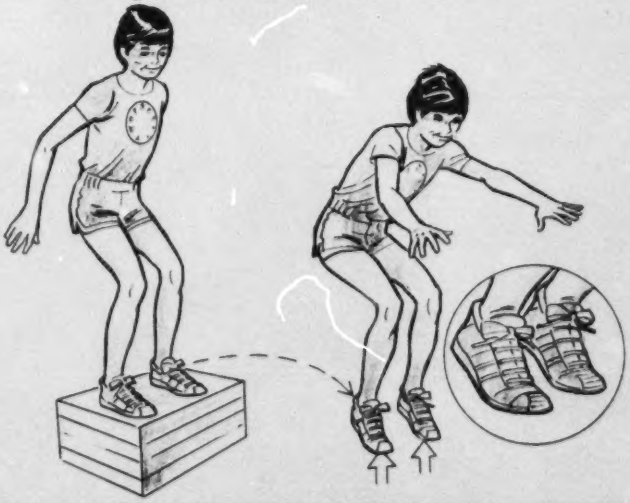
TASK ANALYSIS

a. Assume READY position behind restraining line.
b. Jump on command.
c. Execute smooth integration of skill sequence.

TEACHING SUGGESTIONS

- **Have the student jump with both feet various distances between two ropes. Increase the distance after the student has completed the previous distance. This drill can be made into a relay with other students.**

- **Have the student jump from boxes, chairs, benches and springboards. Emphasize landing on the balls of the feet with bent knees, relaxing with the movement to absorb the landing force and extending the arms sidewards for balance.**



DRILLS

Jump emphasizing form—*stress one aspect of each of basic components of form at a time.* Work on it for a few minutes or certain number of jumps and then change to another aspect of the same or another component.

Devise races, relays, and games involving specific aspects of each of basic components or total jumping action. For example, jump from one point or object to another in fewest jumps. See which team can cover greatest distances with each student taking one (two, three) jump(s)—each student jumps from point previous student lands. Use jumping instead of running in fleeing-chasing games, tag, and similar activities.

4. SOFTBALL THROW

1. Demonstrate the correct grip 100% of the time.

TASK ANALYSIS

a. Select a softball.
b. Hold the ball with the first and second fingers spread on top, thumb under the ball and the third and fourth fingers on the side.
c. Grasp the ball with the fingertips.

TEACHING SUGGESTIONS

- **Variation: Students with small hands may place all four fingers on top of the ball, thumb to one side, and hold the ball in the palm of the hand.**
- **Touch the student's fingertips with your hands. Place the student's fingers in the correct position.**

2. Demonstrate the proper step pattern for throwing the softball 3 out of 5 times.

TASK ANALYSIS

a. Identify the restraining line.
b. Take a side step with the left foot.
c. Follow with a shorter side step with the right foot.

- **The softball throwing skill sequence described is designed for a right-handed thrower. Reverse the skill sequence for a left-handed thrower.**
- **Point to the back and front restraining lines. Point to the restraining area (2 meters). Hold the student's hand and guide the student to a place within the restraining area. Clearly mark the restraining lines.**
- **Use imitative throwing in which students step and simulate throwing action to develop form, rhythm, flow and sequence of movements.**

SOFTBALL THROW—LEVEL I

3. Demonstrate the proper throwing technique and form 3 out of 5 times.

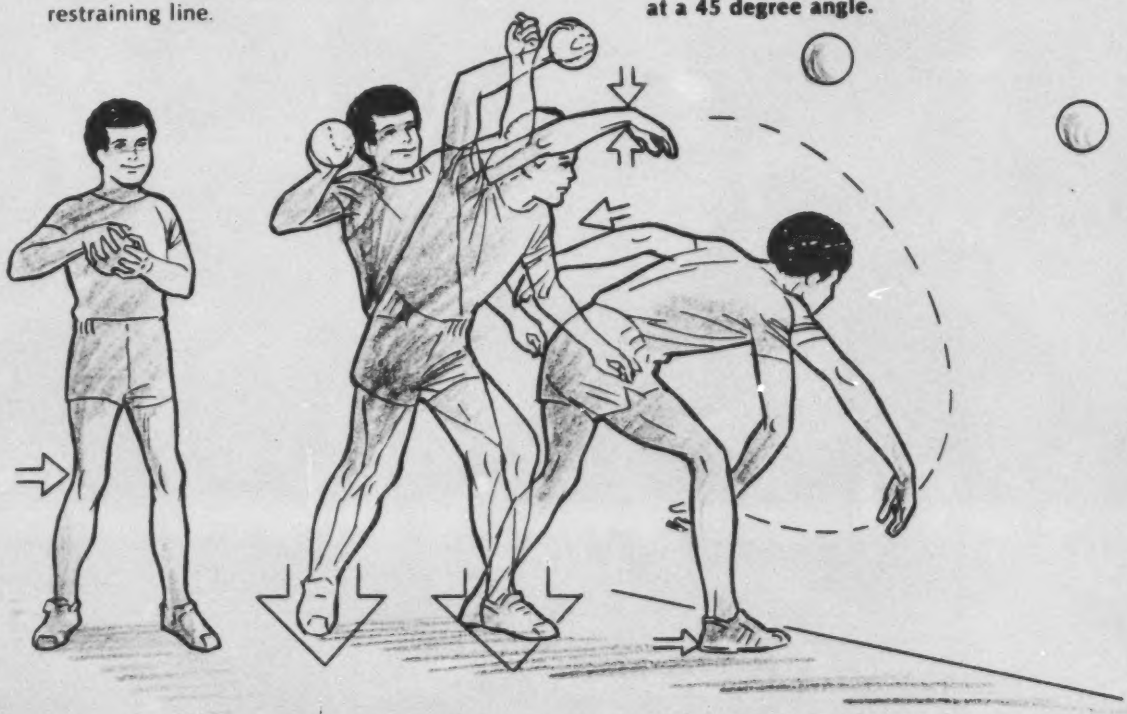
TASK ANALYSIS

a. Grip ball correctly.
b. Bend rear knee.
c. Rotate hips and pivot left foot, turning body to the right.
d. Bring right arm back with the ball behind the right ear and bent right elbow leading (in front of) hand.
e. Bend left elbow and point it at a 45 degree angle.
f. Step straight ahead with the left foot.
g. Keep the right hip back and low and the right arm bent with the ball behind the ear and the elbow leading.
h. Start the throwing motion by pushing down hard with the right foot.
i. Straighten the right knee and rotate the hips, shifting the weight to the left foot.
j. Keep the upper body in line with the direction of throw and the eyes focused on the target.
k. Whip the left arm to the rear, increasing the speed of the right arm.
l. Extend the right arm fully forward, completing the release by snapping the wrist and releasing the ball at a 45 degree angle.
m. Follow through by bringing the hand completely down and the right foot forward to the front restraining line.

TEACHING SUGGESTIONS

- **Stand beside the student in the restraining area. Place the softball in the student's hand and move his/her arm through a throwing motion.**

- **Emphasize form—stress one aspect of form at a time; work on it for a few minutes or a certain number of throws and then to another aspect of form. Include a sufficient number of form throws at increasing distances in preparation for all out throws in practice or competition.**
- **Practice throwing over objects placed at different distances from the restraining line to get proper release angle and throwing arc. Use football goal posts, improvised targets made from bamboo poles, wooden dowels, broomsticks, and string, or adapt other devices to practice releasing the ball at a 45 degree angle.**



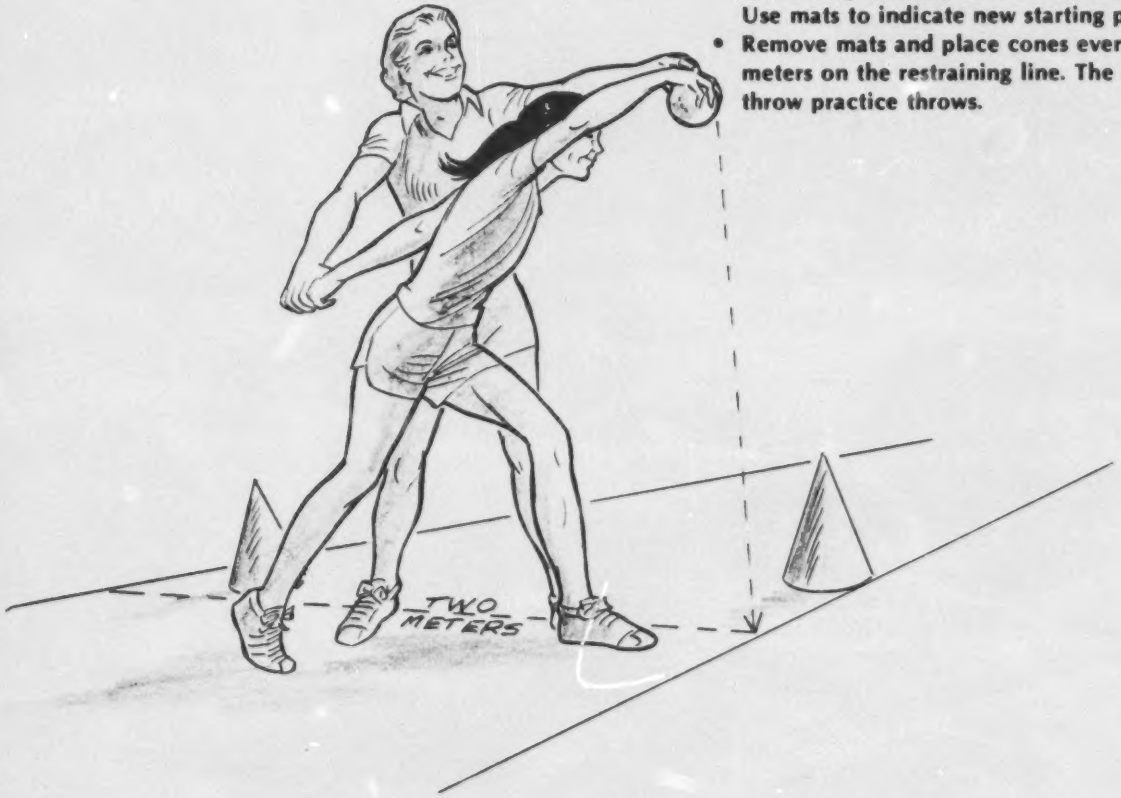
4. Throw a softball on command 3 out of 5 times.

TASK ANALYSIS

a. Assume READY position between the front and back restraining lines with feet apart.
b. Point the shoulder of the nonthrowing arm towards the restraining line.
c. Focus eyes in the direction of the throw.
d. Remain behind the front restraining line.
e. Throw the softball on command.
f. Execute smooth integration of skill sequence.

TEACHING SUGGESTIONS

- **Point to the restraining line. Stand beside the student while he/she throws the ball. Restrain student by holding his/her arm if necessary to prevent him/her from crossing the restraining line. If necessary, begin with lines more than 2 meters apart so students get used to throwing within a confined area. Gradually reduce distance to regulation 2 meters.**
- **Adjust the distance the student stands from the back line so the ball is released as close to the restraining line as possible without touching it. Use mats to indicate new starting positions.**
- **Remove mats and place cones every three to five meters on the restraining line. The students shall throw practice throws.**



DRILLS

Distance relay—divide students into groups of two, three, or four with each group at opposite ends of a marked throwing area—distance between groups is determined by ability of students. First student in one group throws as far as possible—other team lets ball hit ground, retrieves it, and its first man throws ball from point where it struck ground. Continue this pattern until everyone has thrown once (twice, three, five, ten times)—winner is determined by where ball lands on last throw—if in front of line of team that made first throw, it is the winner; if behind this line, opponents win. This can be scored on an individual basis—a member of each team throws and a point is scored after each set of throws; team score is based on cumulative points. This can be an individual activity in which one student continuously throws against another.

SPORTS SKILLS ASSESSMENT—LEVEL II

Instructions

The Sports Skills Assessment—Level II is designed for higher skill level students. The test determines the student's present level of functioning within a specific skill or sport and shows his/her progress through training.

In administering the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, add up the total number of boxes and indicate the student's present level of ability (i.e., Star, Super Champ, Superstar, etc.). If the student is performing at a lower skill level than measured in the Skills Assessment—Level II, re-evaluate the student utilizing Skills Assessment—Level I.

Skill Assessment—Level Two

Scoring Level— indicates the student's level of achievement.

31-40 Star
41-50 Super Champ
51-60 Superstar

Test Item #1 **Sprinting Skills**

- ☐ Understands where finish is and sprints through finish.
- ☐ Demonstrates an explosive start.
- ☐ Swerves and stumbles while making transition from start to running stride.
- ☐ Performs a smooth transition to running stride without loss of acceleration.
- ☐ Demonstrates good arm and leg action throughout sprint.
- ☐ Runs 200 meters while maintaining relaxed form.

Test Item #2 **Distance Skills**

- ☐ Runs freely using arms and maintaining relaxed posture.
- ☐ Runs for 5 minutes.
- ☐ Runs for over 5 minutes.
- ☐ Runs on command the designated distance without stopping.

Test Item #3 **Relay skills**

- ☐ Recognizes teammates.
- ☐ Runs distance without dropping baton.
- ☐ Runs in lane and hands baton to correct teammate.
- ☐ Performs right-left-right-left exchange.
- ☐ Performs blind hand-off within exchange zone.
- ☐ Receives baton during exchange without dropping it.
- ☐ Receives baton while accelerating within exchange zone.

Test Item #4 **High Jump**

- ☐ Makes an attempt to jump bar.
- ☐ Takes off using one foot without bar.
- ☐ Performs seven step approach.
- ☐ Demonstrates correct approach and take-off over bar.
- ☐ Demonstrates consistently a proper high jump technique (approach, take-off, in flight and landing).
- ☐ Understands scoring procedure.

Test Item #5 **Sport Participation**

- ☐ Understands the value of warming up prior to participation.
- ☐ Participates consistently without supervision.
- ☐ Realizes importance of consistent workouts.
- ☐ Understands benefits of practicing consistently. .
- ☐ Remembers own performance.
- ☐ Demonstrates good racing tactics while running.

_____ TOTAL SCORE

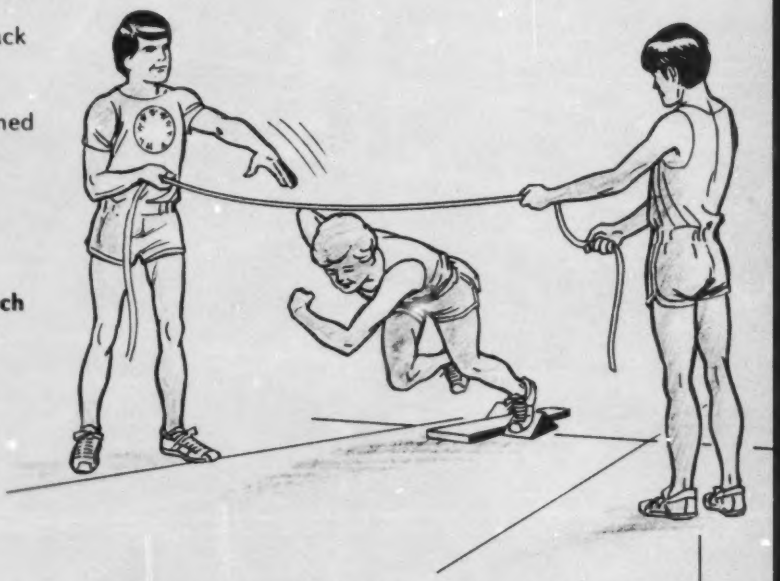
CROUCH START–LEVEL II

CROUCH START

1. **Demonstrate the "on your mark" position of the crouch start when participating in a sprinting event three out of five times.**
   a. Select a set of starting blocks.
   b. Adjust blocks according to personal preference with instructor assistance.
   c. Position feet firmly against the blocks with tips of toes barely touching ground.
   d. Place hands about shoulder width on the track just behind starting line.
   e. Lock elbows and roll body forward slightly.
   f. Place weight evenly on supporting arch formed by fingers and thumbs and on knee of back leg.
   g. Relax body (neck and shoulders).
   h. Focus eyes downward or on a spot a few meters on the track.
2. **Demonstrate the "get set" position of the crouch start position when participating in a sprinting event three out of five times.**
   a. Assume correct "on your mark" position.
   b. Elevate hips and shift weight over hands so back leg forms right angle at knee.
   c. Take a deep breath when rising to "get set" position.
   d. Focus eyes slightly ahead on track.
   e. Concentrate fully on start.
3. **Demonstrate the crouch start correctly when participating in a sprinting event three out of five times.**
   a. Assume the correct "on your mark" position.
   b. Assume the correct "get set" position.
   c. Explode out of the blocks on command "go" while maintaining balance.
   d. Push off foot firmly planted against block.
   e. Thrust opposite arm forward and upward as rear leg pushes off.
   f. Maintain low body trajectory out of blocks.
   g. Sprint 10 meters.
   h. Repeat starts, gradually increasing sprinting distance while demonstrating good running form.

TEACHING SUGGESTIONS

- **Assist student in adjusting starting blocks.**
- **Physically assist student into correct "on your mark" position.**
- **Place colored tape about four meters in front of the starting line for eye focus.**



- **On command go, give the student a slight push to initiate explosive start.**
- **Emphasize keeping low when coming out of the blocks. Hold yarn for student to run under. Sprint 10, 20, 40, 50 meters.**

DRILLS

Plus 10—have two or three students finish together seeing who can break the tape with all continuing ten yards further to a second mark, teammate, or coach.

Include reaction starts in which student develops reaction to *sound* of any type; concentrate on initial movements of start and reacting to starting sound; use loud sounds initially and gradually reduce to sharpen reaction to sound.

In-and-out or curves and straights—run or sprint curves (in) and walk or jog straight-aways (out) emphasizing various aspects of form; for variation reverse and run or sprint straightaways and walk or jog curves.

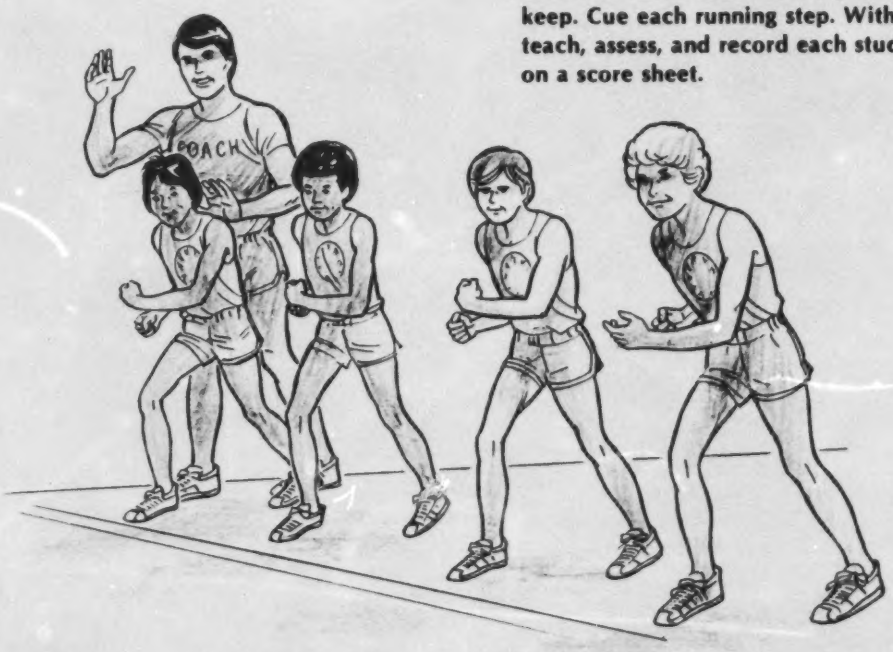
DISTANCE RUNNING—LEVEL II

2. DISTANCE RUNNING

1. Run and finish a one-mile distance event.

TASK ANALYSIS

a. Assume starting position.
b. Move on command.



c. Demonstrate a steady running pace.
d. Stay as close to the inside of the track as possible.
e. Maintain running form and speed for five meters beyond the finish line.

TEACHING SUGGESTIONS

- **Split students into groups of four. Have students assume an upright starting position behind the starting line. Stand next to the student and give him/her a slight push forward on the signal "go." Run next to the student at a pace he/she can keep. Cue each running step. Within each group, teach, assess, and record each student's progress on a score sheet.**
- **Provide a steady drum beat. Have the student run with each beat.**
- **Run beside the student as he/she approaches the finish line. Touch the student on the shoulder to indicate that he/she should continue running.**
- **Position a cone on the inside of the track approximately five meters from the finish line and have the student continue running until he/she reaches the cone.**

2. Demonstrate sound running strategy while participating in a distance event.

TASK ANALYSIS

a. Run within the inside lane of the track if more than four paces from the runner ahead.

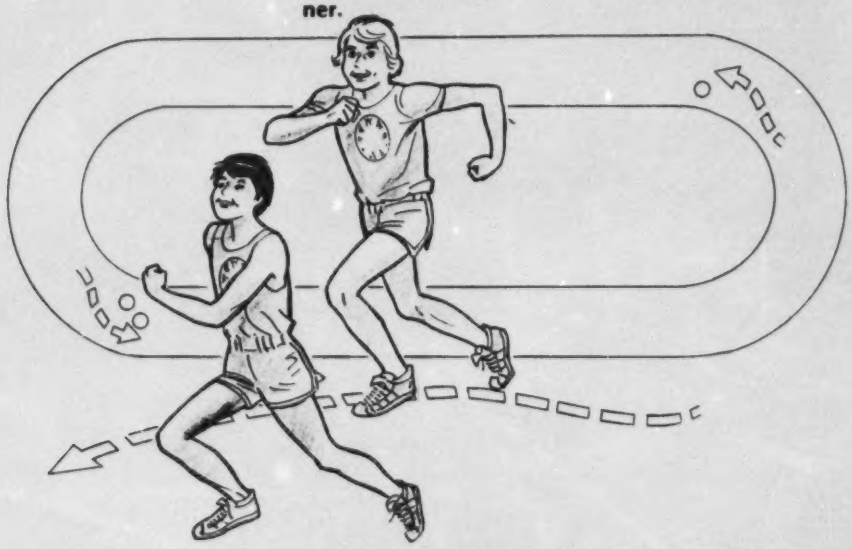
- **Point to the inside lane of the track. Tell the student to run close to the inside of the track. Run beside the student as he/she runs behind another runner. Have the student run with you and maintain a distance of at least four paces behind the front runner.**

TASK ANALYSIS

b. Run to the right of the runner ahead to pass.

TEACHING SUGGESTIONS

- **Run on the left side of the student as he/she prepares to pass another runner. Touch the student's right shoulder to indicate when to move to the right and pass.**
- **Emphasize that coming out of turns onto the straightaway is the best time to pass another runner.**

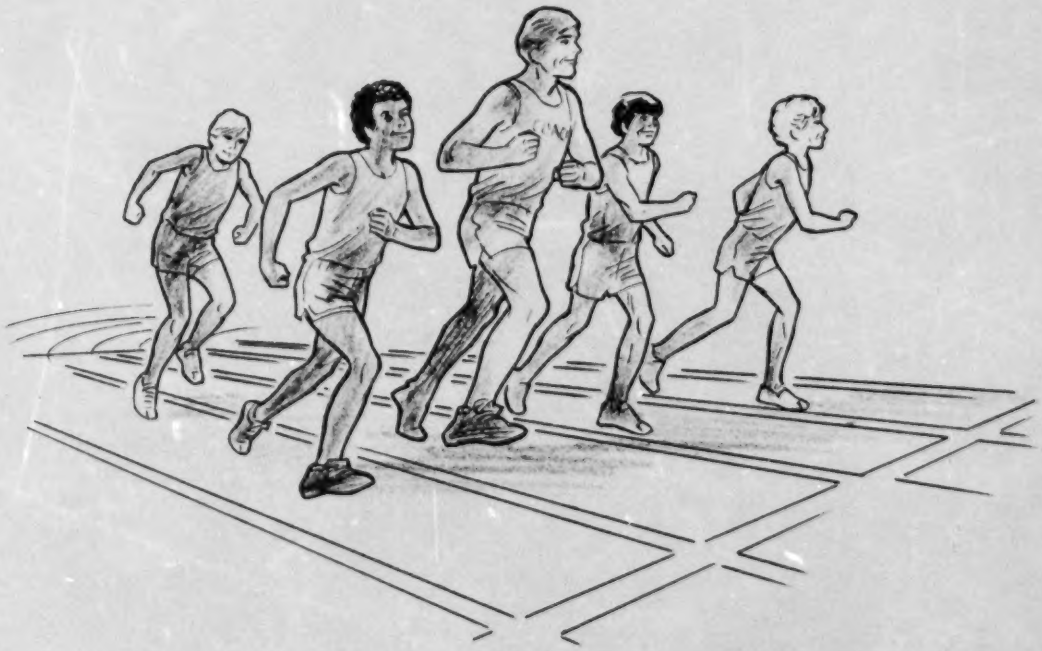


c. Increase arm action to lengthen the stride while passing.

- **Run on the right side of the student and as he/she prepares to pass have the student run with you. Touch his/her arms to indicate that vigorous arm action should be used to increase the length of the stride.**

DISTANCE RUNNING—LEVEL II

TASK ANALYSIS	TEACHING SUGGESTIONS
d. Listen for approaching runners and take longer strides to increase the distance from them.	• **Run with the student. Listen for an approaching runner. When you hear a runner's breathing or footsteps, increase the student's stride but maintain the same pace.** • **Caution student never to turn head to look back at approaching runner. This may cause the student/runner to break stride.** • **Model listening for approaching runners, taking longer strides and moving arms faster to increase distance from approaching runners.**
e. Gradually accelerate during the final lap and try to sprint the last 100 meters.	• **Run with the student as he/she runs the final lap. Hold the student's hand and gradually increase the speed. During the final 100 meters release the student's hand and have him/her sprint with you.** • **Mark a line on the track approximately 100 meters from the finish line.**



DRILLS

Run repeats at various distances—50, 100, 200, 400, 800 meters, 1,200 meters—at stipulated pace with prescribed rest between runs; use faster pace as runner improves, gains confidence, and condition.

Use rhythm approach in which stipulated pace is maintained for various distances—for example, 1,200 meters in 3:48, 800 meters in 2:32, 400 meters in 76, and 200 meters in 38, all a 5:04 mile pace; adjust combinations and times to fit each miler's needs.

Use such activities as hill work, back-to-front, speed repeats, fire pull, wind sprints.

RELAY TEAM—LEVEL II

RELAY TEAM

1. Take a starting or receiving position for the relay.

TASK ANALYSIS

a. Identify exchange area and proper position.
b. Assume a semi-crouch stride position.
c. Position back heel just inside the exchange area.
d. Look over left shoulder for incoming runner.

TEACHING SUGGESTIONS

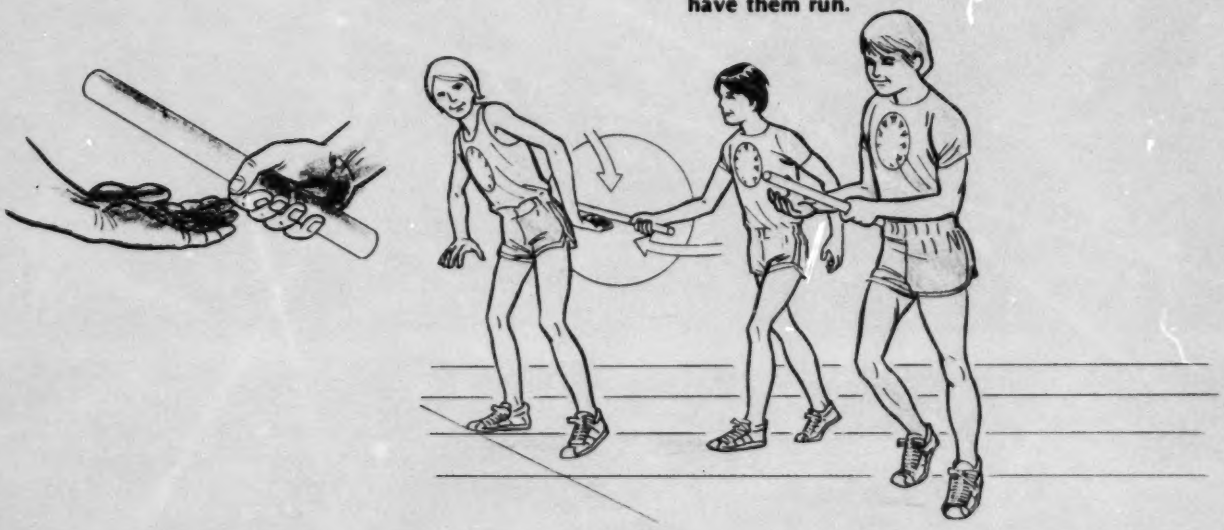
- **Walk students to starting/receiving positions.**
- **Place footprints or mats where the starters and receivers should stand.**
- **Position the receiving runner's feet in a stride position so the back heel is just inside the receiving line. Stand next to the student and bend the knees slightly and the trunk forward (45 degrees) so the student assumes a semi-crouched body position. Tilt the student's head so he/she can focus over the left shoulder.**
- **Put footprints on the track to indicate where the student should stand.**

2. Pass the baton to the receiving teammate.

TASK ANALYSIS

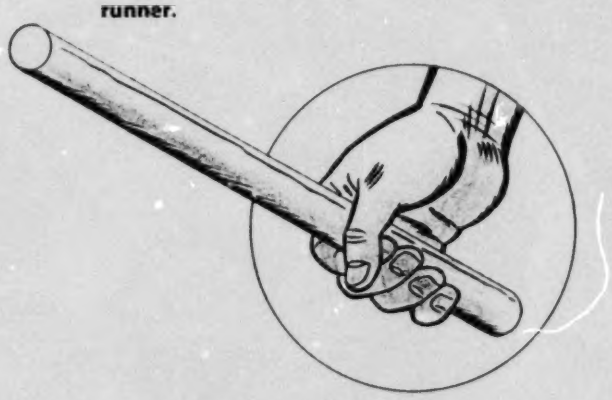
a. Move on command (if starter).

- **Point to the exchange zone. Walk through the actions of changing the baton. Walk (run)beside the student and manipulate his/her arms and hands to change the baton from the left to the right hand. When the students understand the procedures, have them run.**



RELAY TEAM—LEVEL II

TASK ANALYSIS	TEACHING SUGGESTIONS
b. Carry baton in right hand.	• **Place the baton in the student's right hand with the thumb and four fingers at the back end of the baton.**
c. Carry baton at back end.	• **Tape the back end of the baton where the student should grasp it.**
d. Run within the designated lane.	• **Demonstrate firmly carrying the baton stressing how it is held at the back end with the right hand.**
	• **Point to the exchange zone. Stand beside the student and help him hand the baton to the next runner.**



e. Pass baton to the receiver with an underhand snap of the right hand.	• **Have the students walk and pass the baton to each other in the exchange zone until they can pass without dropping it.**
	• **Point to the exchange zone. (Walk through the actions of passing the baton to the receiver with an underhand snap.) Walk (run) on the right side of the incoming runner. Manipulate the head so the runner can focus on the V. Grasp the right hand and baton and manipulate it so the baton is snapped from underneath into the V of the receiver's left hand. When the students understand the procedure, have them run.**

f. Exchange baton within exchange zone.	• **Have the incoming runner call to the receiver if he is running so fast that the exchange cannot occur in the exchange zone.**

3. **Grasp and carry the baton the designated distance.**

TASK ANALYSIS

a. Assume starting or receiving position.

b. Wait for teammate to approach exchange area.

c. Begin to run with left arm back and palm facing incoming runner.

d. Make a "V" with thumb and fingers of the left hand.

e. Hold arm, wrist and hand steady to receive baton.

f. Grasp passed baton securely within exchange zone (20 meters).

g. Change baton from left to right hand.

TEACHING SUGGESTIONS

- **Point to the exchange area. (Walk through the actions as the incoming runner walks one and one-half to two meters from the exchange area.) Stand next to the student. Touch the student on the left shoulder to indicate that he/she should continue looking at the incoming runner. Give the receiver a slight push to indicate when he/she should begin to move. Manipulate the left arm back with the palm face up. When the students can walk through the actions, have them run.**
- **Mark a line about one and one-half to two meters in front of the exchange area.**
- **Model beginning to run with the left arm back and the palm facing the incoming runner as the runner approaches the exchange area.**

- **With your hands form a "V" with student's left thumb and four fingers. Hold arm, wrist and hand steady to receive the baton.**
- **Put colored tape on the student's left hand. Tape his/her four fingers together if necessary to make the "V."**

DRILLS

Carry baton during conditioning and specific running portions of practice.

Introduce relay concepts through a variety of line and shuttle relays.

Use cross-field relays to re-enforce relay concepts, mechanics, and techniques.

Introduce relay concepts in activities where passing, carrying, or transferring objects are not necessary; add various objects to relay activities as students gain skill, ability, and confidence.

Exchange Drill—Have relay team drill itself by lining up and jogging slowly while practicing the right-left-right-left passing technique. This is a good warm-up as well as pass-coordinating drill which can lead to precision exchanges. A newly organized relay foursome should gradually build up speed when running the passing drill. Do not drill very often at high speed as this can lead to injuries. Have students practice passing at 7/8 speed instead of top speed.

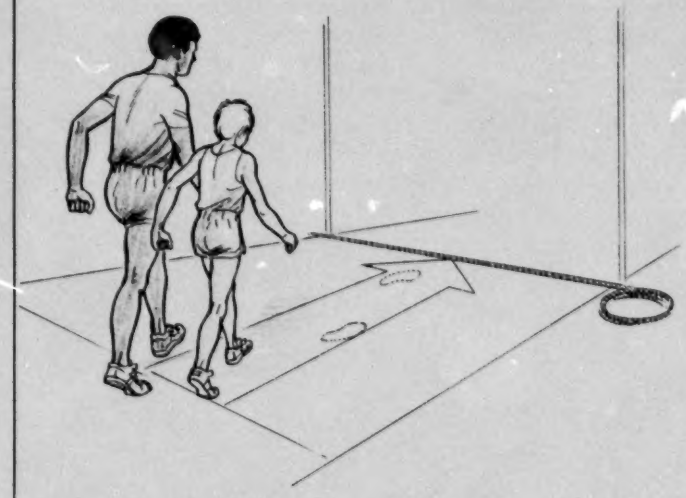
HIGH JUMP—LEVEL II

HIGH JUMP

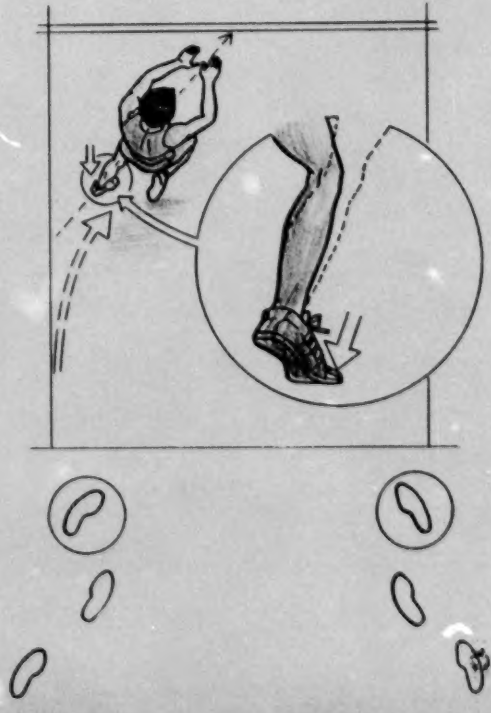
1. Demonstrate the correct approach 3 out of 5 times.

TASK ANALYSIS

a. Stand facing the bar.
b. Approach bar from the preferred side.
c. Execute a one-foot take-off.

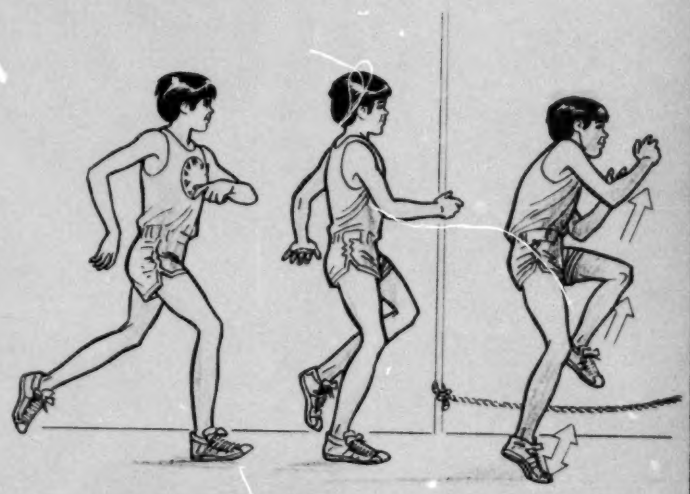


d. Face bar at a 30 to 45 degree angle on the appropriate side of the bar (right side of right-foot take-off; left side for left-foot take-off).



TEACHING SUGGESTIONS

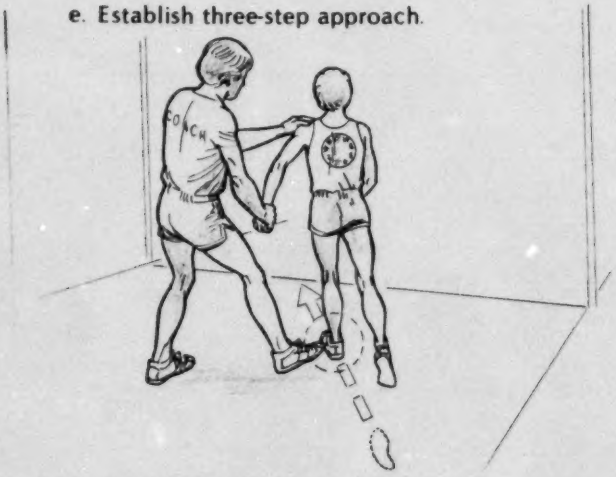
- **Hold rope on the ground and have each student line up in front of the bar. Walk with the student (three steps) in a straight line toward the bar. When the student understands the procedure have him/her run to the bar. Repeat drill several times to insure success and consistency of the same take-off foot. As the student becomes more proficient, raise the bar slightly.**



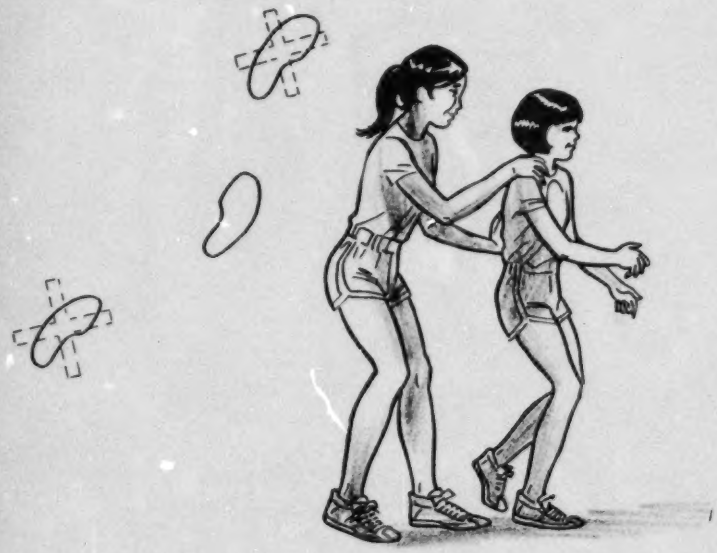
- **Split the class into two groups—those who take-off on the left foot and those who take-off on the right foot. The right footed jumpers will line up on the right side of the bar and the left footed jumpers on the left side. Each student will run to the bar and jump over it emphasizing take-off from the inside foot—left for those coming from the left side and right for those coming from the right side. Use tape to mark the approach angle. Tape or mark three footprints with chalk.**
- **Let each student experiment with different angles of approach. Remember that each jumper has an angle that is best for him/her.**

TASK ANALYSIS

e. Establish three-step approach.



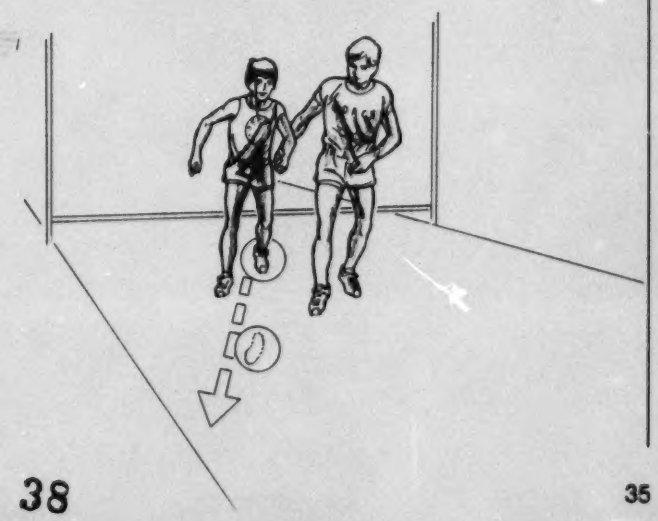
f. Establish seven-step approach.



TEACHING SUGGESTIONS

- **Hold the student's hand. Start at the bar and walk three steps back in a 30 to 45 degree angle from the bar. Turn the student around and take three steps, beginning with the right (left) foot toward the bar. On the third step, tap the student's right (left) leg to indicate that the student should push with that foot. Touch the student's left (right) leg to indicate that it should be lifted.**
- **Let the students practice walking through the approach one at a time, pushing and kicking on the third step. Mark three footprints with chalk or tape with the last footprint being marked with an "X". After the student understands the pattern, have him/her run.**

- **Hold the student's hand. Start at the bar and take three long steps and four normal steps at a 30 to 45 degree angle in a straight line to the left (right). Turn the student to face the bar. Touch the right (left) foot. Take four regular steps beginning with the right (left) foot in a straight line toward the bar. Increase the length of the fifth, sixth and seventh steps.**
- **Tape footprints or mark them with chalk to indicate where steps should be taken. Tape an "X" on the starting and take-off places. Have the student walk through the approach. When the student understands the pattern, have him/her run.**
- **Hold the student's hand and walk through the approach. As the student takes the longer steps (five, six and seven), place one hand on the front of the student's shoulder and the other at the back of his/her waist and manipulate the student into a backward lean.**



HIGH JUMP—LEVEL II

2. Demonstrate the proper take-off technique 3 out of 5 times.

TASK ANALYSIS

a. Perform the correct approach.

b. Dip body and plant heel of take-off foot on seventh step.

c. Thrust arms up in the air.

TEACHING SUGGESTIONS

- **Demonstrate the correct seven-step approach and the proper body lean on the last three steps.**
- **Have one student at a time stand next to the crossbar with fingers of inside hand extended. If the student's arms are extremely long, have him/her use the knuckles of a closed fist. A footprint or an "X" can mark the take-off point to make sure the point is consistent and correct. Slight adjustments may be necessary until take-off point and approach are stable.**
- **An excellent drill, warm-up and review of the approach is to have each jumper check his/her steps. Let the student practice the complete approach stressing hitting the take-off point without attempting to clear the bar. (Starting point may vary depending upon weather conditions, type of take-off and physical condition of the jumper.)**
- **Have each student practice the complete approach and run, emphasizing accelerated and lengthened steps, dip of the body, heel plant, position of the arms, head position and coordinated approach from start to finish.**
- **Have the student walk through the high jump approach. As the student prepares to take-off, grasp the wrists and thrust the arms up and forward to help the student gain height. When the student understands thrusting the arms up, have him/her run.**

TASK ANALYSIS

d. Kick lead leg as high as possible.

TEACHING SUGGESTIONS

- **Have the student walk through the high jump approach. On the seventh step, touch the left (right) leg to indicate that the student should kick up with that leg. When the student understands the kick, have him/her run. Use rope or flexiweight crossbar in place of aluminum or fiberglass bar for safety precautions during the learning stages.**
- **Have students spread out facing wall. Assist each student in marking his/her angle of approach and distance from starting point to take-off near the wall. Have the student take a regular or shortened run (one, two, three steps) and approach the wall obtaining maximum vertical take-off lift so as not to hit the wall. (As a precaution, walls may be padded with gym mats.)**
- **Punter Drill: Have each student hold his/her hands together in front of the body at shoulder level and kick his/her lead foot vigorously and forcibly to touch his/her hands. This is an excellent warm-up activity.**
- **Have the student loosen the laces of the lead foot shoe and kick. Observe the angle at which the shoe leaves. This will indicate the direction and angle of the kick. The closer to twelve o'clock the better the kick. A contest or game to see whose shoe goes the highest could be devised.**

e. Push off on take-off foot.

- **Have the student walk through the high jump approach. Grasp his/her waist and lift up to indicate that the student should push off with the planted foot. When the student understands the push-off, have him/her run.**

f. Execute smooth integration of approach and take-off.

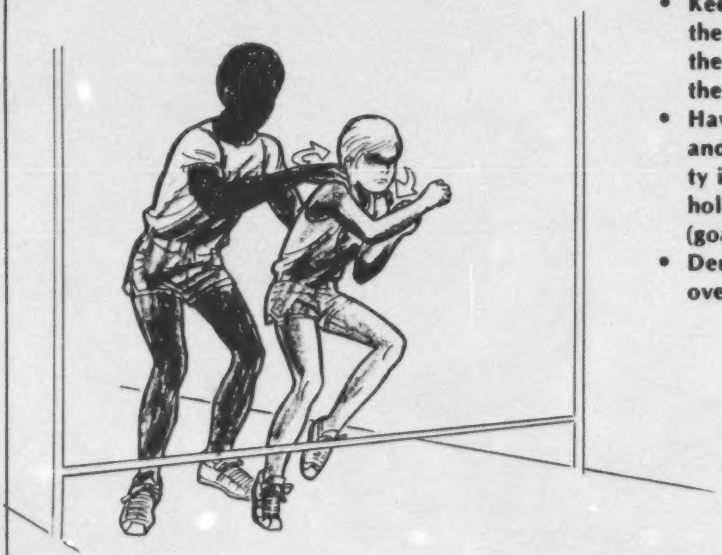
- **Begin with the bar (rope) at a height the student can jump. Gradually increase the height. In single file formation have the lead student jump over the bar. Emphasize taking seven steps, pushing, kicking and lifting the arm high. Keep the bar low. Gradually increase the height when the student is able to jump at lower levels.**

HIGH JUMP—LEVEL II

1. Demonstrate the correct inflight technique 3 out of 5 times.

TASK ANALYSIS

a. Perform the correct approach.
b. Execute the take-off.
c. Rotate body into position parallel to the bar.
d. Keep inside arm and elbow held in close to the body.
e. Kick trail leg up just after clearing the bar.
f. Execute smooth integration of approach, take-off and inflight stages.



TEACHING SUGGESTIONS

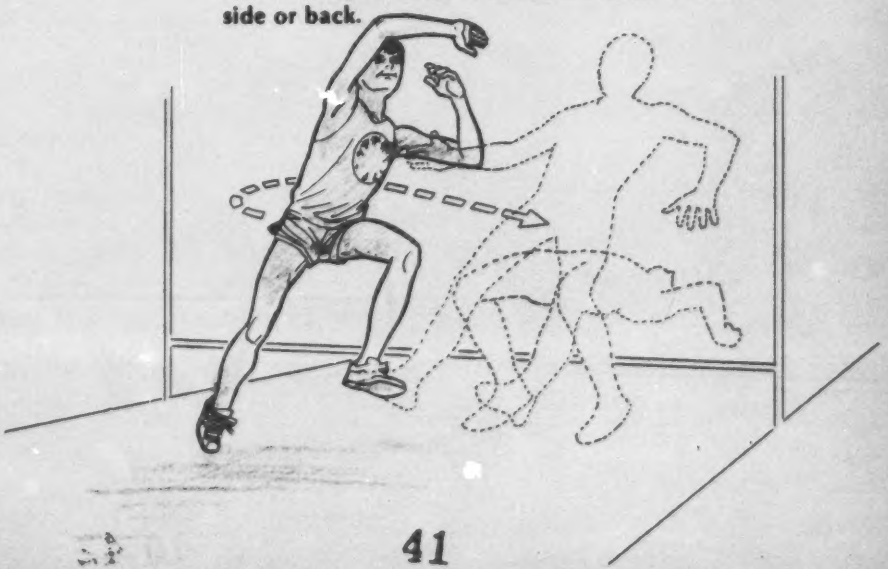
- **Review the approach and take-off stages and demonstrate rotation of the body into a position parallel to the bar during the inflight stage. The inside arm and elbow will be held close to the body while jumping.**
- **Tie a rope to two poles at a height the student can easily high jump. Stand on the same side of the rope as the student and face him/her placing your hands on the student's shoulders. As the student high jumps over the rope, rotate his/her shoulders to aid in body rotation.**
- **Keep the high jump bar low. Gradually increase the height of the bar as the student accomplishes the jump at lower levels while rotating body over the bar.**
- **Have the student extend the trail leg backward and upward as far as possible to develop flexibility in trail leg. Let the student perform the drill holding onto another student, the wall or a post (goal post).**
- **Demonstrate kicking the trail leg up after passing over the bar.**

2. Demonstrate the correct landing technique 3 out of 5 times.

TASK ANALYSIS

a. Perform the correct approach.
b. Execute take-off.

- **Stand by the bar. As the student goes over, turn his/her body so he/she rotates and lands on his/her side or back.**

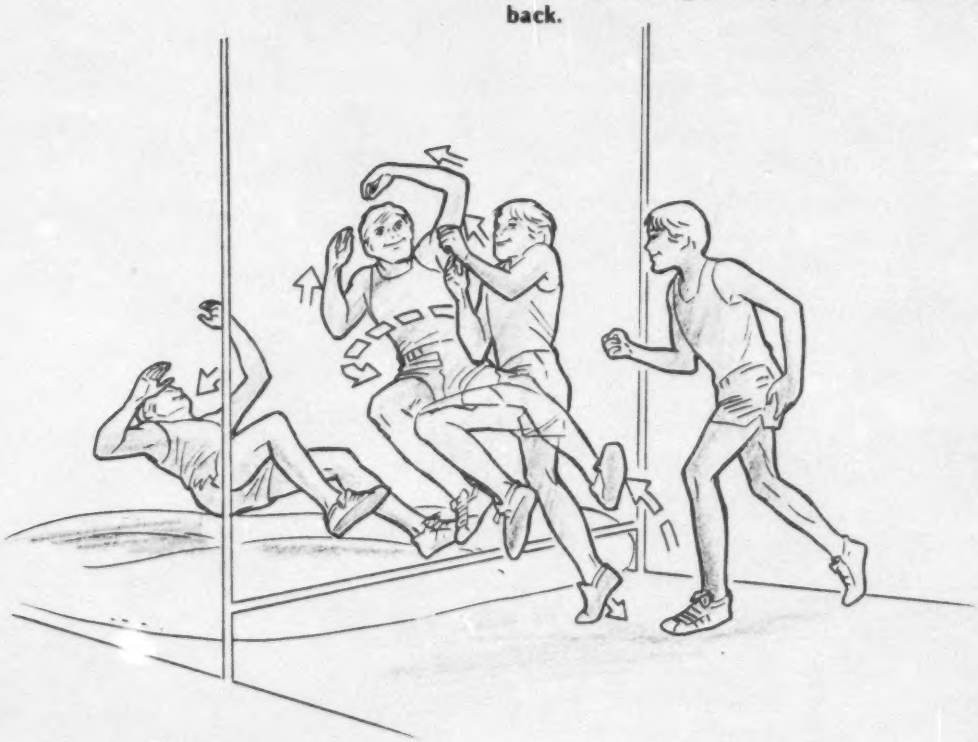


TASK ANALYSIS

c. Rotate body into position parallel to the bar.
d. Keep inside arm and elbow held in close to the body.
e. Kick trail leg up just after clearing the bar.
f. Rotate body (180 degrees) landing on the side or back.

TEACHING SUGGESTIONS

- **Repeat exercises for step checks and punter drill. At low heights raise bar 5-8 centimeters higher on side trail leg will clear (right side of bar when approaching from left). Jump repeatedly with one standard higher than the other. Continue to raise standards as student performs successfully.**
- **Remind the students as they go over the bar to turn so their front side is closest to the bar. Keep their arm closest to the bar next to their side. Kick their push-off leg up after they pass over the bar. Keep turning so they land on their side or back.**



DRILLS

Inverted jumping – place bar four inches higher than best previous successful jump—jump to clear this height, take three trials at this height and then move bar down one inch at a time taking three trials at each new height.

Free trial jumping – Place bar low enough to be easily cleared, raise bar ½ inch at a time until maximum height is reached, continue one or two inches above height at which three misses occur.

Form jumping – practice complete jump emphasizing

bar low enough for jumper to concentrate on form.

Competitive practice – take regular practice warm-up including running, much bending and stretching, take practice jumping and actual practice jumps, place bar at height for coming meet, jump as in competition, moving bar up in same pattern as for competition and under actual rules governing competition. Record successful trials, practice jump at highest height at which three misses occur. Have two or more students jump

competition

4.0 Given regulation or modified rules and scoring the student will adhere to those scoring rules and regulations while participating in track and field.

1. Understand and adhere to the rules for the running events.

TASK ANALYSIS

a. Disqualify after two false starts.
b. Remain in lane throughout race (sprints and middle distance).
c. Start behind the finish line.
d. Disqualify if runner obstructs, impedes, or interferes with the progress of another runner.
e. Run with track shoes on, *never barefoot.*

2. Understand and adhere to the rules for the relay.

TASK ANALYSIS

a. Include four teammates on a team. Each member runs 100 meters.
b. Run relay on oval track.
c. Use lanes and staggered starts if available.
d. Pass baton within exchange zone (20 meters); never throw baton.
e. Remain in lane throughout the race (if staggered start).
f. Disqualify if runner obstructs, impedes, or interferes with the progress of another runner on a competing team.

3. Understand and adhere to the rules for the softball throw.

TASK ANALYSIS

a. Use an official size softball (30 cm).
b. Allow any type of throw.
c. Execute throw from a standing position or after a short run (1.8 meters).
d. Allow three throws, with the best throw being used as his/her score.
e. Overstepping the restraining line or starting outside the 1.8 meter restraining area will constitute a foul. A foul counts as one throw but is not measured.
f. Measure distance from where the ball lands to the inside edge of the restraining line.

4. Understand and adhere to the rules for the standing long jump.

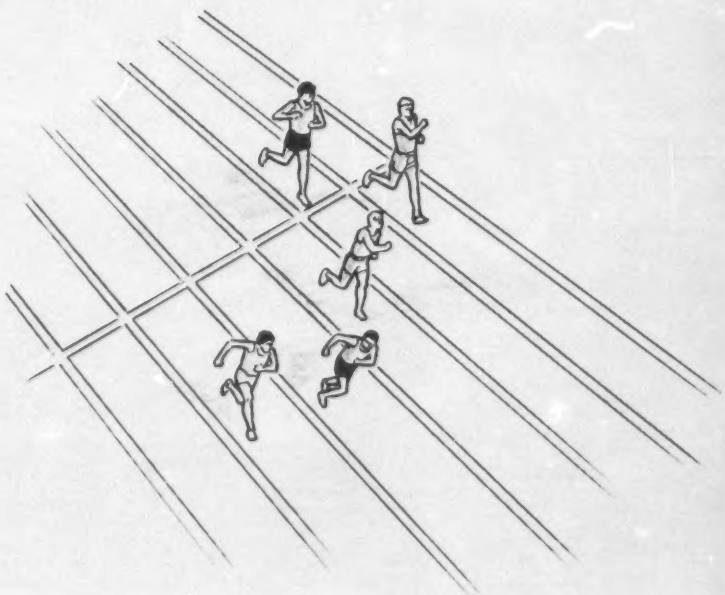
TASK ANALYSIS

a. Start with toes behind the take-off line.
b. Use BOTH FEET on the take-off.
c. Allow three jumps and use the best jump in scoring. A foul (foot over the line) will count as a jump and will not be measured.
d. Measure distance from the take-off line to the closest impression made by any part of the body including the hands and arms.

5. Understand and adhere to the rules for the high jump.

TASK ANALYSIS

a. Take-off from ONE FOOT. Do *not* dive.
b. Jump at the starting height or any subsequent height. Three consecutive failures regardless of the height or heights at which such failures occur, disqualify.
c. Knocking the bar off the supports or touching the ground beyond the plane of the uprights with any part of the body (without clearing the bar) will count as a failure.



5.0 While participating in track and field the student will exhibit good sportsmanship with teammates and opponents at all times.

1. Exhibit competitive effort 75% of the time.

TASK ANALYSIS

a. Put forth maximum effort during each event.
b. Anticipate starting gun or command.

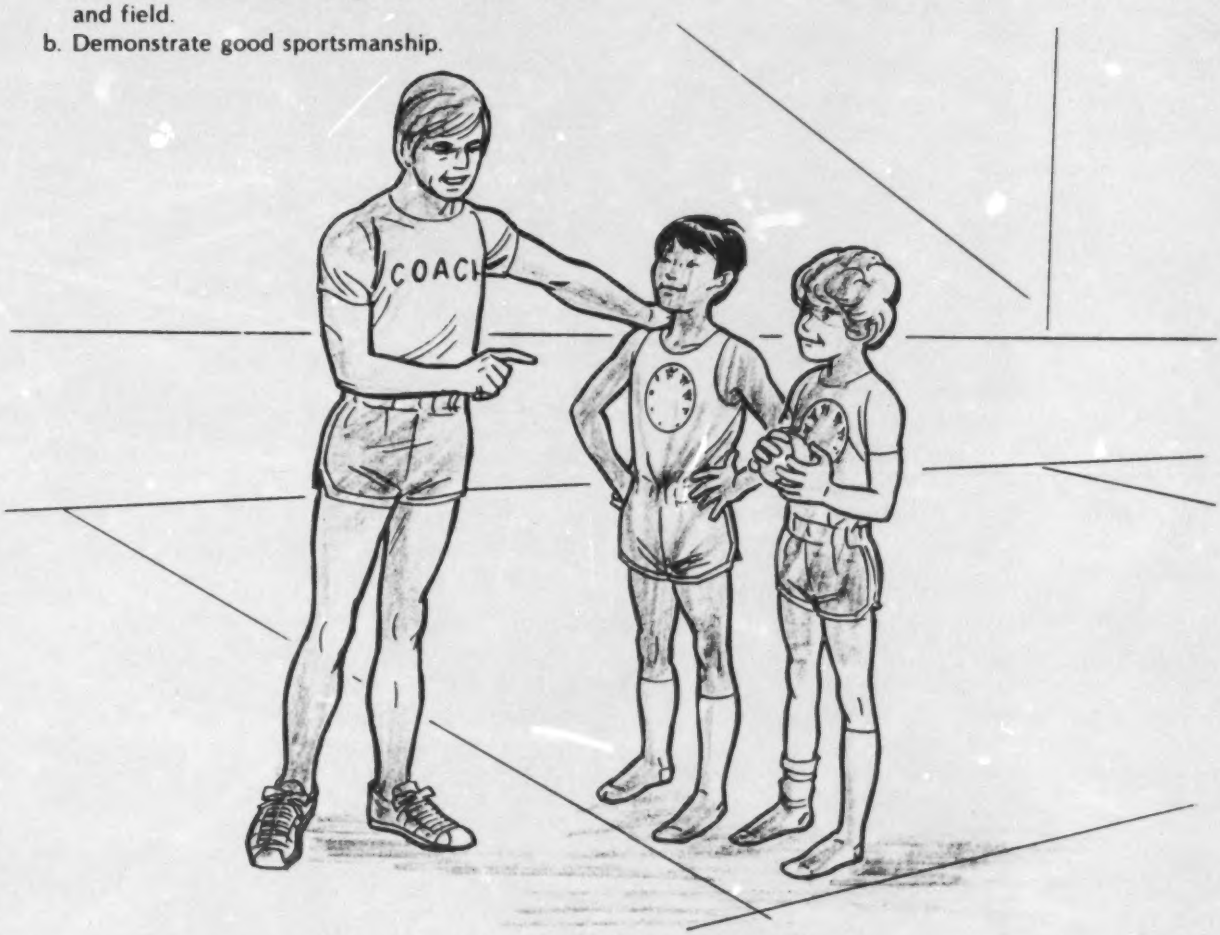
2. Exhibit fair play at all times.

TASK ANALYSIS

a. Do not consistently infringe the rules of track and field.
b. Demonstrate good sportsmanship.

TEACHING SUGGESTIONS

- **Set up a mini track meet between classes.**
- **Discuss track and field etiquette, such as congratulating opponent after all events, win or lose; controlling temper and behavior at all times; waiting for one's turn in field events; remaining in lane during running events.**
- **Give sportsmanship award or tokens after each meet or class.**
- **Always commend students when they demonstrate good sportsmanship.**



MODIFICATIONS AND ADAPTATIONS

The focus of this Track and Field guide is to assist all students to function at their maximum performance level. Achieving this goal can be facilitated through the Individualized Education Program (IEP). Realistic goals and objectives should be developed that present a challenge but do not force the child into experiences loaded with failure. To provide positive experiences means that many handicapped students will require instructional activities that are adapted to their particular needs. Some examples of activity adaptations include:

MODIFYING THE RULES OF AN ACTIVITY

This can be accomplished in several ways. Special Olympians are often denied the experience of the event because of the frequent stops due to rules infractions. Therefore, teachers should not be reluctant to modify the rules (e.g., pacing the runner) as long as the major objective of the event (i.e., finishing the race) is not disturbed.

ACCOMODATING THE STUDENT'S SPECIAL NEEDS

Distance races may be lowered for Special Olympians with lower extremity weakness. A guide line or the sound of the coach's voice can be used to aid visually impaired student run the race.

ENCOURAGING CREATIVITY

Teachers can structure lessons so that students are asked to respond to challenging questions such as "Can you sprint the straightaway?", "Can you jump far?", "Can you show me two ways of passing a baton?" Such an approach permits students with various levels of ability to respond in ways that allow for success. Obviously, variations in response to these commands would be apparent from student to student depending on the level of ability and severity of impairment.

REDUCING RUNNING DISTANCE

Special Olympians with gross motor deficits and/or associated disorders with movement limitations will benefit from activities in which their running distance is reduced. Ten or twenty-five meter sprints could be substituted for the official 50 meter distance. Adaptations such as these permit an equalizing of ability based on students' movement capabilities.

CHANGING THE METHOD OF COMMUNICATION

Students sometimes require communications systems that are specific to their needs. For example, verbally explaining a task may not match up well with some students' information processing systems. Information which is more specific might be provided in other ways. The instructor or or peer teacher, for example, could simply demonstrate the sports skill. Also, a student could be permitted to "feel" the skill by holding onto the teacher's arms as the instructor demonstrates a skill such as the softball throw. Some students may need not only to hear or see a skill, but also to read a description of the skill. This need can be met for poor or non-readers through the use of a poster board to which stick figures are attached to show the sequence necessary for a skill like the standing long jump.

MODIFICATION EQUIPMENT

Successful participation in sports for some handicapped students requires equipment which has been modified to their particular needs. Requests for purchase or construction of equipment can now be facilitated through the Individualized Education Program. If special equipment is necessary to help a student progress in physical education, then it should be identified at the IEP meeting and included on the IEP form. Fortunately, special equipment is usually not expensive and is possible to make.

ADAPTATIONS

More specific adaptations for associated impairments are listed in the boxes below:

Orthopedic Impairments

- **Use track surfaces that are flat, hard and smooth.**
- **In throwing events, stabilize the competitor's chair during the throw.**
- **Use a target in the softball throw.**
- **Use obstacle courses marked by flags and/or gates.**
- **Use wheelchair track and field rules.**
- **Use crutches, walkers and canes for stability.**
- **Decrease the distance of running events.**

Auditory Impairments

- **Use flag or hand signals for start.**
- **Use smoke of the gun as a starting cue.**
- **Tag athlete to initiate start.**

Visual Impairments

- **Put sand at the end of the course so participants know when the finish line is crossed.**
- **In distance events, have a sighted partner run with the participant.**
- **Use a shorter approach in the high jump.**
- **Use a raised or different texture take-off line for long jump and softball throw.**
- **Use brightly colored equipment.**
- **Set up guidelines in inside or outside lane.**

Modification and Adaptations

I. 10 meter dash—this is for athletes that have severe mobility problems but that can and would benefit from a 10 meter dash. Olympians in wheelchairs, on crutches, braces, and others whose mobility is such that an entrance score (time) submitted was not less than *i.e. 25 seconds.* This event will not be limited to the basis of mobility adaptations but rather on the participant's presubmitted times and mobility capabilities.

Rationale: In order to provide competition for all athletes based on pre-olympic scores submitted, *all* persons *regardless* of handicap whenever possible should compete at the specified area for dashes, with adaptations by athletes accepted as their specific mode of travel. It is believed that the standard 50 meter is too far for some Olympians (taking into consideration that the 50 meter event and distance (extended distance) could be contraindicative for some athletes (multiply handicapped, deaf-blind, severely handicapped)

Note: If an athlete has a mobility adaptation such as a wheelchair, walker, crutches, then 2 lanes should be allotted, if possible inside or outside lanes.

II. 25 meter dash—same as above. Based on equalizing competition according to presubmitted scores.

This event would take place at the 50 meter dash area. Athletes that necessitate this distance (*unable* to safely participate or successfully participate in 50 meter.)

If the score submitted for 50 meter dash was too high for successful competition or due to handicaps, mobility, adaptation, and individual circumstances, the 25 meter dash is deemed appropriate. It is recommended for wheelchairs,

This concept is based on equalizing competition for all athletes regardless of handicap or mobility adaptation. Some slight adaptation in rules such as 2 lanes allotted for athletes using a wheelchair, crutches, walker, or braces.

By some slight further studying of scores submitted, the athletes would be placed in either 10 meter, 25 meter, or 50 meter dashes based on scores submitted. A standardized score of—i.e. 30 seconds for 50 meter dash would be suggestive of the need to participate in the lesser events. In addition, a teacher could get 10, 30, and 50 meter scores and determine (based on suggested limits) which event their athlete should enter.

III. Tennis Ball Throw

Competitors may use any type of throw.

The throw may be made from a standing position at the restraining line or after a short run to the restraining line from within a 1.8 meter restraining area.

Each competitor shall be allowed three throws. The best of the three throws will be used in scoring.

Starting outside the restraining area or over-stepping the restraining line shall constitute a foul. A four throw counts as one of three throws but is not measured.

Distances will be measured from where the ball lands to the inside edge of the front restraining line.

iNFUSION CHART

ARTS	Chooses and designs team insignia, mascot. Makes team pennants.
SCIENCE	Locates area suitable for track and field. Understands different running paces, optimum trajectory of softball throw and mechanics of jumping. Differentiates different track surfaces.
INDUSTRIAL ARTS	Constructs a simple scoreboard. Lines track. Makes portable high jump standards, crossbar, pit, starting blocks, batons.
MATHEMATICS	Measures field events. Times events. Keeps score. Computes costs of attending track and field meet (tickets, transportation, refreshments).
HOME ECONOMICS	Dresses appropriately for track and field. Mends and hems sportswear. Washes and dries sportswear.
HEALTH	Practices safety skills when running, throwing or jumping. Knows basic first aid for minor injuries.
PHYSICAL EDUCATION	Understands and demonstrates rules and skills of track and field. Recognizes the importance of team spirit. Practices refining track skills, recognizes carry-over value of track and field. Recognizes the importance of running and remaining physically fit.
READING/LANGUAGE	Listens to instructions and follows directions. Expresses himself during competition (cheers, encourages). Reads instructions for setting up high jump and marking lanes, starting and finishing lines and exchange zones on track.
SOCIAL STUDIES	Identifies and locates neighborhood facilities where track and field can be practiced. Participates in the establishment of events and rules for running track and field.

Anchor Runner
The last runner in a relay race.

Baton
A tube-like object which is passed from one runner to the next during a relay race.

Blind Pass
The runner receives the baton without looking back at the runner passing the baton.

Crouch Start
The "all-fours" position of a runner at the start of a race.

Dead Heat
When two or more runners cross the finish line simultaneously resulting in a tie.

Exchange Zone
The distance in which the baton must be passed to the next runner in a relay.

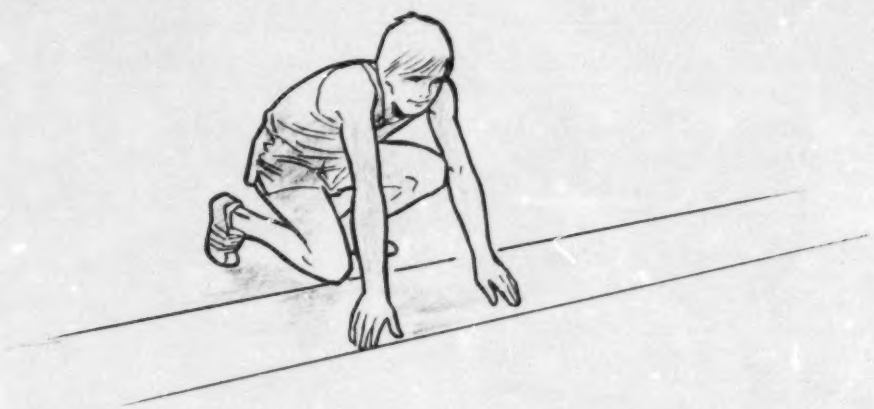
False Start
An illegal start in which one or more runners leave the starting line before the gun is fired.

Heat
A preliminary round of races to determine which runners are permitted to go on to the next round of races.

Leg of a Relay
The distance one member of the relay team must run.

Pace
The rate of speed established by a runner during a race.

Staggered Start
A start in which each runner is positioned at a different point around the curve of the track.



RESOURCES

Printed Materials

American Alliance for Health, Physical Education and Recreation and The Joseph P. Kennedy, Jr. Foundation. *Special Olympics Instructional Manual*, 1972.

Field Service Unit in Physical Education and Recreation for the Handicapped, Michigan State University (J. A. Wessel, Director). *I CAN Sports, Leisure, Recreational Instructional Skills Program*. Northbrook, Illinois: Hubbard.

Irmer, Larry D. et al. *Physical Education Opportunity Program for Exceptional Learners (PEOPEL)*. Phoenix, Arizona: Phoenix Union High School System, 1977.

Special Olympics, Inc. *Coaches' Handbook*. Washington, D.C., 1980.

Other

Special Olympics, Inc., 1701 K Street, N.W., Suite 203, Washington, D.C. 20006.

SKILL SHEETS

Instructions

The Skill Sheets have been designed to record each student's sports skills performance throughout the program. The vertical top boxes identify the specific tasks to be accomplished. Each box to the right of the Special Olympian's name includes a blank for the instructor to fill in the standard of success for each student based on his/her ability and the task to be performed. The standard, whether in distance, time or repetitions, reflects how well the student must execute the desired skill. You as the instructor are the one to determine each student's level of acceptable performance. Encourage your students to fill out the chart after each training session.

See example on the following page.

DISTANCE SKILL SHEET

NAME	Walks briskly.	Walks/runs.	Runs using arms freely, but remains somewhat tense.	Breathes naturally.	Runs using arms, but fists are clenched.	Runs freely using arms and maintains relaxed posture.	Runs for five minutes.	Runs for over five minutes.	Runs on command the designated distance without stopping.	
Mike	min.	20 min.	10 meters	8 min.	12 meters	6 meters	20 meters	15 meters	30 meters	
Helen	min.	15 min.	10 meters	6 min.	14 meters	6 meters	18 meters	14 meters	32 meters	
	min.	min.	meters	min.	meters	meters	meters	meters	meters	
	min.	min.	meters	min.	meters	meters	meters	meters	meters	
	min.	min.	meters	min.	meters	meters	meters	meters	meters	
	min.	min.	meters	min.	meters	meters	meters	meters	meters	

SAMPLE

SPRINTING SKILL SHEET

NAME	Runs along a straight path.	Runs on command to designated finish.	Sprints on command the designated distance staying in the correct lane.	Maintains top speed while running 50 meters relaxed.	Understands where finish is and sprints through finish.	Demonstrates an explosive start.	Performs a smooth transition to running stride without loss of acceleration.	Demonstrates good arm and leg action throughout sprint.	Runs 200 meters while maintaining relaxed form.	
	meters	meters	meters	Sec.	%	%	%	%	Sec.	
	meters	meters	meters	Sec.	%	%	%	%	Sec.	
	meters	meters	meters	Sec.	%	%	%	%	Sec.	
	meters	meters	meters	Sec.	%	%	%	%	Sec.	
	meters	meters	meters	Sec.	%	%	%	%	Sec.	
	meters	meters	meters	Sec.	%	%	%	%	Sec.	

DISTANCE SKILL SHEET

NAME	Walks briskly.	Walks/runs.	Runs using arms freely, but remains somewhat tense.	Breathes naturally.	Runs using arms, but fists are clenched.	Runs freely using arms and maintains relaxed posture.	Runs for five minutes.	Runs for over five minutes.	Runs on command the designated distance without stopping.	
	min.	min.	meters	min.	meters	meters	meters	meters	meters	
	min.	min.	meters	min.	meters	meters	meters	meters	meters	
	min.	min.	meters	min.	meters	meters	meters	meters	meters	
	min.	min.	meters	min.	meters	meters	meters	meters	meters	
	min.	min.	meters	min.	meters	meters	meters	meters	meters	
	min.	min.	meters	min.	meters	meters	meters	meters	meters	

LONG JUMP SKILL SHEET

NAME	Makes an attempt to jump.	Jumps in a forward direction.	Takes off behind the restraining line on command.	Jumps off of and lands on both feet.	Properly uses arms and legs during take-off and in flight.	Lands falling forward.	Jumps a distance of:			
	%	cm.	%	%	%	%	cm.			
	%	cm.	%	%	%	%	cm.			
	%	cm.	%	%	%	%	cm.			
	%	cm.	%	%	%	%	cm.			
	%	cm.	%	%	%	%	cm.			
	%	cm.	%	%	%	%	cm.			

RELAY SKILL SHEET

NAME	Recognizes teammates.	Participates in a shuttle relay.	Runs in lane and hands baton to correct teammate.	Runs distance without dropping baton.	Performs right-left-right-left exchange.	Performs blind hand-off within exchange zone.	Receives baton during exchange without dropping it.	Receives baton while accelerating within exchange zone.		
	reps.	meters	reps.	meters	reps.	reps.	reps.			
	reps.	meters	reps.	meters	reps.	reps.	reps.			
	reps.	meters	reps.	meters	reps.	reps.	reps.			
	reps.	meters	reps.	meters	reps.	reps.	reps.			
	reps.	meters	reps.	meters	reps.	reps.	reps.			
	reps.	meters	reps.	meters	reps.	reps.	reps.			

HIGH JUMP SKILL SHEET

NAME	Takes off using one foot without bar.	Performs seven step approach.	Demonstrates correct approach and take-off over bar.	Demonstrates consistently a proper high jump technique.	Clears height consistently.	Understands scoring procedure.				
	%	reps.	%	reps.	meters	%				
	%	reps.	%	reps.	meters	%				
	%	reps.	%	reps.	meters	%				
	%	reps.	%	reps.	meters	%				
	%	reps.	%	reps.	meters	%				
	%	reps.	%	reps.	meters	%				

SOFTBALL THROW SKILL SHEET

NAME	Throws ball in a forward direction.	Throws ball straight.	Throws ball behind restraining line and on command.	Throws ball at a 45° trajectory.	Demonstrates proper throwing technique (cross lateral).	Throws ball using a stutter step approach.	Throws the ball a distance of:			
	meters	meters	%	%	%	%	meters			
	meters	meters	%	%	%	%	meters			
	meters	meters	%	%	%	%	meters			
	meters	meters	%	%	%	%	meters			
	meters	meters	%	%	%	%	meters			
	meters	meters	%	%	%	%	meters			

PARTICIPATION SKILL SHEET

NAME	Shows enthusiasm during track and field.	Participates consistently with supervision.	Understands basic rules and scoring procedures.	Participates cooperatively and competitively; cheers races and field events.	Warms up prior to participating in track and field.	Practices consistently ___ x's per week	Remembers own performance.	Demonstrates good racing tactics while running.		
	%	%	%	%	%	reps.	%	%		
	%	%	%	%	%	reps.	%	%		
	%	%	%	%	%	reps.	%	%		
	%	%	%	%	%	reps.	%	%		
	%	%	%	%	%	reps.	%	%		
	%	%	%	%	%	reps.	%	%		

DATE _____

Sports Skills
Assessment Record Sheet

NAME	PREVIOUS EXPERIENCE: HAS PARTICIPATED	PREVIOUS EXPERIENCE: NEVER PARTICIPATED	LEVEL OF ACTIVITY: BEGINNER 0-10	LEVEL OF ACTIVITY: ROOKIE 11-20	LEVEL OF ACTIVITY: INTER 21-30	LEVEL OF ACTIVITY: CHAMP 31-40	LEVEL OF ACTIVITY: SUPER CHAMP 41-50	LEVEL OF ACTIVITY: SUPERSTAR 51-60	LEVEL OF INDEPENDENCE: NEED PHYSICAL ASSISTANCE	LEVEL OF INDEPENDENCE: NEEDS DEMONSTRATION	LEVEL OF INDEPENDENCE: RECEIVES VERBAL ASSISTANCE	LEVEL OF INDEPENDENCE: RECEIVES NO HELP
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4

Special Olympics, created and sponsored by the Joseph P. Kennedy, Jr. Foundation